UNIVERSIDAD DE GUAYAQUIL

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas y Lingüística EDUCATIONAL

PROJECT

TOPIC:

VOCABULARY IN THE ORAL LANGUAGE IN THE STUDENTS OF THE SEVENTH GRADE OF BASIC EDUCATION

PROPOSAL

DESIGN OF AN ILLUSTRATIVE BOOKLET WITH LUDIC VOCABULARY ACTIVITIES

In partial fulfillment of the requirements for the Degree of Licenciadas en Ciencias de la Educación, Major in Lengua y Lingüística Inglesa.

RESEARCHERS:

Eveling Luzvenia Valverde Ronquillo and Stefany Katiuska Alarcón Velarde

DIRECTED BY:

Lcdo. JOE SOTO BARRERA

GUAYAQUIL-ECUADOR

2015-2016
UNIVERSIDAD DE GUAYAQUIL

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Lenguas y Lingüística

DIRECTIVES

MSc. Silvia Moy Sang Castro  MSc. José Zambrano García
DEAN                     UNDER DEAN

MSc. Jacinto Calderón Vallejo  MSc. Alfonso Sánchez Avila
DIRECTOR                  SUB-DIRECTOR

Ab. Sebastián Cadena Alvarado
SECRETARY
ACKNOWLEDGEMENT

We are grateful with god for guiding our work, giving us the strength and patience to go on and do not give up to perform this work, also to our family for all their patience and love.

A special thanks to our Professor Joe Soto who knew how to guide us wisely and patiently during the execution of this project.

Eveling Valverde

Stefany Alarcon
Dedication

To God to guide my way and to be with me in the most difficult moments. To my mother MERCY RONQUILLO because thanks to her support and advice I could finish this project. To my father SEGUNDO VALVERDE who left in my memory his advice and wishes me to be a professional which was the biggest of my goals to reach. To my brother BRYAN VALVERDE for his intellectual and affective support. To my husband JHON MORA for his support, love and for give me the necessary time to fulfill myself professionally. To my children for being the small engines of my life to reach my goals. To my friends, "LOS DE ATRÁS" to be in the best times during my career. THANKS.

My thesis advisor Joe Soto for the way he works, persistence, patience and motivation who has been able to win my loyalty and my admiration. To my partner STEFANY M7 and thanks for your help at all times, we are a great team.

Eveling Valverde
Dedication

To God’s presence in every step of my life, this is your victory!!!!!!

I thank To my dear parents Carlos Alarcon y Gladys Velarde for their advices, intellectual support to motivate each proposed target. To my life partner Walter Sanchez for His unconditional support at all times with much patience and love. To the engine and inspiration of my life my son Randy Elian. To my grandmother Catalina Pluas, who is like my second mom. To my whole family. To the best group of friends ‘Los de Atras’. To my thesis advisor Joe Soto to be in every step of this project, thank you for his support, motivation and persistence to complete this goal. To my colleague and friend Evelin Valverde for their mutual support at every stage of this university career, we did it together.

Stefany Alarcón
TABLE OF CONTENTS

Front Page.................................................................................................................I
Authorities...............................................................................................................II
Acknowledgement ...............................................................................................III
Dedication...............................................................................................................IV-V
Table of Contents.................................................................................................VI
Repository.............................................................................................................XI-XII
Introduction.......................................................................................................... 1-2

CHAPTER I
THE PROBLEM
Location of the problem in context.........................................................................3
Problem situation ....................................................................................................4
Causes and Consequences .....................................................................................5
Delimitation of the problem ...................................................................................6
Formulation of the problem ...................................................................................6
Variables of the Investigation ................................................................................6
Evaluation of the problem .....................................................................................6-7
Objectives of the investigation .............................................................................8
Questions of the investigation .............................................................................8
Justification ..........................................................................................................8-9

CHAPTER II
THE THEORETICAL FRAME
Independent Variable ..........................................................................................10
Oral Language ......................................................................................................10-11
Importance of Vocabulary ...................................................................................12
How to teach Vocabulary .....................................................................................13
Ludic Activities ....................................................................................................14
Spelling Contest ..................................................................................................15
Memory games .....................................................................................................15
Hangman ..................................................................................15
Bingo.......................................................................................15
Using Cognates to develop Comprehension skills ..................16
Synonyms ..................................................................................16
Key Words .................................................................................17
Importance of Spelling and Pronunciation ................................17
Teaching Vocabulary in Commutative Language ......................18
Depent Variable .......................................................................19
Importance of Oral Language ..................................................19
Importance of Vocabulary in Oral Language ..............................20-21
How does Vocabulary help reading, listening speaking, writing ...22-23
Constructivism ..........................................................................23-24
Pragmatism ..............................................................................24
Legal Frame ..............................................................................25
Glossary .....................................................................................26-28
Variable Operationalization Matriz ............................................29

METHODOLOGY

SCIENTIFIC RESEARCH

Scientific Research Definition .........................................................30
Types of Research ........................................................................31
Field research ............................................................................31
Bibliographic Research ...............................................................31
Feasible Research .......................................................................31
Levels of Research ....................................................................32
Exploratory .................................................................................32
Descriptive ..................................................................................32
Explanatory .................................................................................32
Methods ......................................................................................33
Inductive and Deductive Approaches ........................................33
Techniques and Instruments ......................................................34
Interview ............................................................................................................................34
Survey ..............................................................................................................................34
Population and Sample .................................................................................................35
Stratum /Universe .........................................................................................................36
Survey to the Students .................................................................................................37
Interview to the Director ..............................................................................................38-39
Interview to the English Teacher ..................................................................................40
Analysis of result ..........................................................................................................41-50
Conclusions and recommendations ............................................................................51

CHAPTER IV THE PROPOSAL
Justification ....................................................................................................................52
Diagnostic .....................................................................................................................53
Psychological aspect ...................................................................................................54
Pedagogical aspect ......................................................................................................54
Legal Aspect .................................................................................................................54-55
Objectives of the proposal ...........................................................................................56
Feasibility of the proposal ............................................................................................57
Resources .....................................................................................................................57
Human and financial resources ....................................................................................57
Location of the institution .............................................................................................57
Description of the proposal ..........................................................................................58
Conclusions ...................................................................................................................59
Beneficiaries ................................................................................................................59
Social impact ................................................................................................................60
Bibliography ..................................................................................................................61-64
References ....................................................................................................................64
TABLES AND FIGURES INDEX

TABLES
Table No. 1 ................................................................. 29
Table No. 2 ................................................................. 36
Table No. 3 ................................................................. 41
Table No. 4 ................................................................. 42
Table No. 5 ................................................................. 43
Table No. 6 ................................................................. 44
Table No. 7 ................................................................. 45
Table No. 8 ................................................................. 46
Table No. 9 ................................................................. 47
Table No. 10 ............................................................... 48
Table No. 11 ............................................................... 49
Table No. 12 ............................................................... 50

Graphics
Graphic 1 ................................................................. 41
Graphic 2 ................................................................. 42
Graphic 3 ................................................................. 43
Graphic 4 ................................................................. 44
Graphic 5 ................................................................. 45
Graphic 6 ................................................................. 46
Graphic 7 ................................................................. 47
Graphic 8 ................................................................. 48
Graphic 9 ................................................................. 49
Graphic 10 .............................................................. 50

ANNEXES
Annex One: Documents
Annex Two: Survey and Interviews
Annex Three: Photographs
Annex Four: Booklet of Proposal
Guayaquil, Julio 24 de 2015

Msc.
Silvia Moy- Sang Castro
Decana de la Facultad de Filosofía, Letras y Cs. de la Educación
Universidad de Guayaquil
Ciudad.-

De mis consideraciones,

En virtud de la resolución del H. Consejo Directivo de fecha 27 de Octubre del 2013, en el cual se me designó consultor del Proyecto Educativo de la Licenciatura en Cs. de la Educación especialización Lengua Inglesa y Lingüística, tengo a bien informar lo siguiente:


Propuesta: DESIGN OF AN ILLUSTRATIVE BOOKLET WITH LUDIC VOCABULARY ACTIVITIES

El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita. Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del Proyecto, por lo que se procede a la APROBACION del mismo, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente,

[Signature]
Leda. José Soto Barrera Consultor Académica

Adj.: Informe Programa Urkund (1er. Anexo)
## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

<table>
<thead>
<tr>
<th>TÍTULO Y SUBTÍTULO: VOCABULARIO EN EL LENGUAJE ORAL EN LOS ESTUDIANTES DEL SÉPTIMO AÑO DE EDUCACIÓN BÁSICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTOR: Eveling Luzvenia Valverde Ronquillo and Stefany Katiuska Alarcón Velarde</td>
</tr>
<tr>
<td>TUTOR: Cdo. Joe Soto Barrera</td>
</tr>
<tr>
<td>INSTITUCIÓN: UNIVERSIDA DE GUAYAQUIL</td>
</tr>
<tr>
<td>FACULTAD: FILOSOFIA , LETRAS Y CIENCIAS DE LA EDUCACION</td>
</tr>
<tr>
<td>CARRERA: CIENCIAS DE LA EDUCACIÓN , ESPECIALIZACIÓN LENGUAS INGLESA Y LINGÜÍSTICA</td>
</tr>
<tr>
<td>FECHA DE PUBLICACIÓN:</td>
</tr>
<tr>
<td>No. DE PÁGS: 65</td>
</tr>
<tr>
<td>TÍTULO OBTENIDO: LICENCIADOS EN LENGUA INGLESA Y LINGÜÍSTICA</td>
</tr>
<tr>
<td>ÁREAS TEMÁTICAS: PEDAGOGY , DIDACTICS , EDUCATION , ENGLISH</td>
</tr>
<tr>
<td>PALABRAS CLAVE: VOCABULARY SKILLS, BOOKLET, PLAYFUL TECHNIQUES, DYNAMIC ACTIVITIES</td>
</tr>
</tbody>
</table>

### RESUMEN:
Esta investigación tiene el objetivo de investigar el uso de técnicas de vocabulario para mejorar el Inglés Básico en los estudiantes de séptimo año de Educación Básica en "Escuela de Sinaloa", curso académico 2014-2015, en Balzar-Ecuador. La falta de vocabulario no permite que los estudiantes se comuniquen fácilmente, sobre todo al expresar lo que quieren decir en inglés. Por esta razón, hemos diseñado un folleto con actividades de vocabulario dinámicas para facilitar el proceso de aprendizaje del estudiante. La información para llegar a través del problema se obtiene por el campo de observación. La participación de cuarenta estudiantes para ser evaluados, fueron seleccionados para trabajar durante dos meses, con dos horas diarias de clases de inglés. Las actividades realizadas en clase fueron puestas en práctica con una gran acogida, por los estudiantes y profesores que estuvieron de acuerdo con nuestro trabajo. Por otra parte, se llevó a cabo nuestra investigación cuidadosamente para ser exactos en el resultado de la información que permitió que trabajemos correctamente con las nuevas tendencias y métodos, así como estrategias para desarrollar técnicas de vocabulario en un ambiente apropiado, a través de actividades interactivas, ya que nuestra intención era aplicar actividades lúdicas en el aula, así como, para facilitar el proceso de aprendizaje de Inglés, por lo tanto, los estudiantes pueden expresar fácilmente sus ideas mediante el uso de sus propias palabras. La investigación se basó en el uso de estrategias útiles para la enseñanza de vocabulario con las definiciones pertinentes, los diferentes tipos de juegos y, especialmente, la presentación y la introducción de nuevas palabras para mejorar las habilidades de comprensión oral. Algunos inconvenientes eran encontrados uno de ellos fue el sistema educativo no proporcionó los recursos necesarios para el proceso de enseñanza-aprendizaje. Como conclusión a la que llevó a cabo este proyecto con el fin de facilitar el enfoque comunicativo de los estudiantes a través de técnicas lúdicas y actividades interactivas.

<p>| No. DE REGISTRO: |
| No. DE CLASIFICACIÓN: |
| DIRECCIÓN URL: |
| ADJUNTO PDF: |
| CONTACTO CON AUTOR/ES |
| Teléfono: 0982495416 0958876502 |
| E-mail: <a href="mailto:e.valverderonquillo@yahoo.com">e.valverderonquillo@yahoo.com</a> <a href="mailto:Tefy8916@hotmail.es">Tefy8916@hotmail.es</a> |
| CONTACTO EN LA INSTITUCIÓN: |
| Nombre: Secretaría de la Facultad César Marín |
| Teléfono: 042-294885 |
| E-mail: lenguas.lingüí<a href="mailto:stica.filo@gmail.com">stica.filo@gmail.com</a> |</p>
<table>
<thead>
<tr>
<th>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</th>
</tr>
</thead>
<tbody>
<tr>
<td>FICHA DE REGISTRO DE TESIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TÍTULO Y SUBTÍTULO:</th>
<th>VOCABULARY IN THE ORAL LANGUAGE IN THE STUDENTS OF THE SEVENTH GRADE OF BASIC EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTORES:</td>
<td>Eveling Luzvenia Valverde Ronquillo and Stefany Katiuska Alarcón Velarde</td>
</tr>
<tr>
<td>TUTOR:</td>
<td>Lcdo. Joe Soto Barrera</td>
</tr>
<tr>
<td>INSTITUCIÓN:</td>
<td>UNIVERSIDAD DE GUAYAQUIL</td>
</tr>
<tr>
<td>FACULTAD:</td>
<td>FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN</td>
</tr>
<tr>
<td>CARRERA:</td>
<td>CIENCIAS DE LA EDUCACIÓN, ESPECIALIZACIÓN Lenguas inglesa y lingüística</td>
</tr>
<tr>
<td>FECHA DE PUBLICACIÓN:</td>
<td>No. DE PÁGS: 65</td>
</tr>
<tr>
<td>TÍTULO OBTENIDO:</td>
<td>LICENCIADOS EN Lenguas Inglesa y Lingüística</td>
</tr>
<tr>
<td>ÁREAS TEMÁTICAS:</td>
<td>PEDAGOGY, DIDACTICS, EDUCATION, ENGLISH</td>
</tr>
<tr>
<td>PALABRAS CLAVE:</td>
<td>VOCABULARY SKILLS, BOOKLET, PLAYFUL TECHNIQUES, DYNAMIC ACTIVITIES</td>
</tr>
</tbody>
</table>

| RESUMEN: | This research has the aim to investigate the use of vocabulary techniques to enhance the Basic English in the students of Seventh Year of Basic Education at “Sinaloa School”, academic year 2014-2015, in Balzar-Ecuador. The lack of vocabulary does not allow the students to communicate easily, especially when expressing what they want to say in English. For this reason, we designed a booklet with dynamic activities and vocabulary to facilitate the student’s learning process. The information to get through the problem was obtained by the observation field. The participation of forty students to be surveyed, were selected to work during two months, with two hours a day of English classes. The activities done in class were all put in practice with a huge hosting by both students and teachers who agreed with our work. Moreover, our investigation was held carefully in order to be exact in the result of information that permitted us to work properly with new trends and methods as well as strategies to develop vocabulary techniques in a very friendly condition through interactive activities, since our intention was to apply playful activities in the classroom as well as, to facilitate the English learning process, therefore the students can easily express their ideas by using their own words. The investigation was based on the use of useful strategies for teaching new vocabulary with relevant definitions, different types of games and especially the presentation and introduction of new words to improve the oral comprehension skills. Despite of the many difficulties that we found during this work was the lack of teaching materials and poor methodological skills that made students feel bored in class. In addition, the educational system did not provide the necessary resources for the teaching-learning process, as conclusion we carried out this project in order to facilitate the communicative approach of the students through ludic techniques and interactive activities. |

<table>
<thead>
<tr>
<th>No. DE REGISTRO:</th>
<th>No. DE CLASIFICACIÓN:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRECCIÓN URL:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADJUNTO PDF:</th>
<th>SI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTACTO CON AUTOR/ES</td>
<td>Teléfono: 0982495416 0958876502</td>
<td>E-mail: <a href="mailto:e.valverderonquillo@yahoo.com">e.valverderonquillo@yahoo.com</a> <a href="mailto:Tefy8916@hotmail.es">Tefy8916@hotmail.es</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTACTO EN LA INSTITUCIÓN:</th>
<th>Nombre: Secretaria de la Facultad César Marín Teléfono: 042-294885 E-mail: lenguas.lingüí<a href="mailto:stica.filo@gmail.com">stica.filo@gmail.com</a></th>
</tr>
</thead>
</table>
ABSTRACT

This research has the aim to investigate the use of vocabulary techniques to enhance the Basic English in the students of Seventh Year of Basic Education at “Sinaloa School”, academic year 2014-2015, in Balzar-Ecuador.

The lack of vocabulary does not allow the students to communicate easily, especially when expressing what they want to say in English. For this reason, we designed a booklet with dynamic activities and vocabulary to facilitate the student’s learning process. The information to get through the problem was obtained by the observation field. The participation of forty students to be surveyed, were selected to work during two months, with two hours a day of English classes. The activities done in class were all put in practice with a huge hosting by both students and teachers who agreed with our work.

Moreover, our investigation was held carefully in order to be exact in the result of information that permitted us to work properly with new trends and methods as well as strategies to develop vocabulary techniques in a very friendly condition through interactive activities, since our intention was to apply playful activities in the classroom as well as, to facilitate the English learning process, therefore the students can easily express their ideas by using their own words.

The investigation was based on the use of useful strategies for teaching new vocabulary with relevant definitions, different types of games and especially the presentation and introduction of new words to improve the oral comprehension skills.

Despite of the many difficulties that we found during this work was the lack of teaching materials and poor methodological skills that made students feel bored in class.

In addition, the educational system did not provide the necessary resources for the teaching-learning process, as conclusion we carried out this project in order to facilitate the communicative approach of the students through ludic techniques and interactive activities.

KEYS WORDS
VOCABULARY SKILLS, BOOKLET, PLAYFUL TECHNIQUES, DYNAMIC ACTIVITIES
Esta investigación tiene el objetivo de investigar el uso de técnicas de vocabulario para mejorar el inglés básico en los estudiantes del Séptimo Año de Educación Básica en la "Escuela de Sinaloa", año académico 2014-2015, en Balzar-Ecuador.

La falta de vocabulario no les permite a los estudiantes comunicarse fácilmente, especialmente cuando expresan lo que quieren decir en inglés. Por esta razón, diseñamos un folleto con actividades dinámicas y vocabulario para facilitar el proceso de aprendizaje del alumno. La información para resolver el problema fue obtenida por el campo de observación. La participación de cuarenta estudiantes para ser encuestados, fueron seleccionados para trabajar durante dos meses, con dos horas diarias de clases de inglés. Las actividades realizadas en clase se pusieron en práctica con un gran hosting por parte de estudiantes y profesores que estuvieron de acuerdo con nuestro trabajo.

Además, nuestra investigación se realizó con el fin de ser exactos en el resultado de la información que nos permitió trabajar adecuadamente con nuevas tendencias y métodos, así como estrategias para desarrollar técnicas de vocabulario en condiciones muy amigables a través de actividades interactivas, ya que nuestra intención era aplicar actividades lúdicas en el aula, así como, para facilitar el proceso de aprendizaje del inglés, por lo tanto, los estudiantes pueden expresar fácilmente sus ideas utilizando sus propias palabras.

La investigación se basó en el uso de estrategias útiles para enseñar vocabulario nuevo con definiciones relevantes, diferentes tipos de juegos y especialmente la presentación e introducción de nuevas palabras para mejorar las habilidades de comprensión oral.
A pesar de las muchas dificultades que encontramos durante este trabajo fue la falta de materiales de enseñanza y habilidades metodológicas pobres que hicieron que los estudiantes se sienten aburridos en clase.

Además, el sistema educativo no brindó los recursos necesarios para el proceso de enseñanza-aprendizaje, como conclusión llevamos a cabo este proyecto para facilitar el acercamiento comunicativo de los estudiantes a través de técnicas lúdicas y actividades interactivas.

**CLAVES PALABRAS:** HABILIDADES DE VOCABULARIO, FOLLETO, TÉCNICAS JUGUETES, DINÁMICO
INTRODUCTION

The English language has become one of the most important languages in the world which makes it necessary for people of all ages to learn it from a basic to advanced level. It's fundamental for students to have a good background which will provide them with better opportunities and be part of the economic system which requires well-educated people. As a matter of fact, it is important for teachers to look for the appropriate methods and strategies to have successful classes and reach the required English level that students need.

Field research conducted with surveys of the students of the Seventh grade at the “Sinaloa Public School “identified difficulties with their English language oral skills and vocabulary comprehension .This study concluded that a low English proficiency and lack of motivation due to their current educational learning system. The main goal of this project is to support the students of the Seventh grade at the “Sinaloa Public School “by using a booklet with vocabulary activities and interactive readings.

It is really hard to teach vocabulary to the pupils so we analyzed carefully the causes and effects of this problem. We are going to use interactive activities combined with ludic activities to engage the students with interactive teaching process.

We hope our project will enable teachers to use new strategies to strength the grammar part in the students, which allow students to develop their meaningful learning that will serve them in the future.

CHAPTER ONE:

In this chapter we can detect the problem that we will analyze, what are its causes and consequences and see what impact the students will have with the strategies that we will develop with them.
CHAPTER TWO:
It constitutes the theoretical framework where the theoretical with the corresponding concepts, there are also the educational theories that support our project and legal aspects.

CHAPTER THREE:
The methodology, scientific research, types, field, bibliography, feasible, level of the investigation, procedure of the investigation, instruments, methods, techniques, interviews, surveys, population, application of the instruments of the investigation, Stratum universe, survey to the students, conclusions and recommendations.

CHAPTER FOUR:
Proposal, background, justification, synthesis, objectives, importance, feasibility, description of the proposal, legal, social, pedagogical aspect, mission, vision, beneficiaries, social impact.
CHAPTER I

THE PROBLEM

Background of the investigation

Location of the problem in context

The education system in Ecuador requires students to have a good level of proficiency in the English language in order to become productive and feel motivated to speak a foreign language in the classroom and out of it. The curriculum for teaching English is based on the Common European Framework, which states that learning must be focused on real world situations in order for students to obtain the necessary skills to communicate effectively in English.

It is necessary to apply new techniques, methods, skills and changes, which are required to enhance the English learning process. Even though in Ecuador there are some institutions where the appropriate and necessary skills are applied to reach a successful learning level, others do not meet the minimum adequate requirements needed in order to project a different background.

Throughout a complete research based on the actual situation that schools are facing, The “SINALOA Public School” is one of these institutions where a complete updating of teaching strategies and methodologies are needed and with a location that is too remote for the students to get there does not help either.
The lack of teaching resources and the use of traditional methodologies do not allow the English learning process to be carried out successfully. According to the Common European Framework, English must be taught by using innovative methods, which can be used as tools to help students and teachers have a better educative and innovative learning process.

The improvement in Education mainly depends on what kinds of methodologies are applied in class in order for students to become more effective and get a complete understanding, so that they can use that knowledge in higher levels.

**PROBLEM SITUATION**

Teachers at the “SINALOA Public School” use a traditional methodology which has been part of the educative system for many years and causes a deficit in the learning process, besides, there is only one educator for each course which creates a monotonous atmosphere and students lose their motivation to learn. The average amount of students is forty in each course, and therefore the young learners have faced complicated situations because there is not enough space to work properly.

The students of the Seventh grade of the “SINALOA Public School” have a low level of proficiency in the English language because their teacher does not have the appropriate knowledge to teach it, which makes it easier for us to identify where an educative project can be developed.
The students are using materials with inappropriate theoretical and practical contents and the teacher cannot expand their knowledge with dynamic activities that include repetition of words and the use of Spanish to make students understand the language which do not allow them to gain communicative approach adequately.

Undoubtedly, low level vocabulary and a lack of understanding of it in context affect students’ academic achievement in class causing students to produce simple sentences or basic phrases to reach an effective communication. As a consequence, they lose motivation to participate in class which diminishes their desire to learn.

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of daily English in class</td>
<td>Students present difficulties to understand English spoken properly</td>
</tr>
<tr>
<td>Absence of an English teacher</td>
<td>Students cannot be in total approach to the language.</td>
</tr>
<tr>
<td>Lack of dynamic materials</td>
<td>Students struggle to relate the language to situations</td>
</tr>
<tr>
<td>Limited dynamic and enjoyable activities</td>
<td>Monotonous classes and students get bored rapidly</td>
</tr>
<tr>
<td>Difficult and repetitive exercises that do not facilitate communication.</td>
<td>Students are not able to produce sentences by themselves</td>
</tr>
<tr>
<td>Low students’ motivation and interest to learn English</td>
<td>Lack of concentration and behavioral problems in the classroom</td>
</tr>
</tbody>
</table>
DELIMITATION OF THE PROBLEM
Field: EDUCATIVE – PRIMARY LEVEL
Area: FOREIGN LANGUAGE; ENGLISH
Aspect: PRIMARY SCHOOL
Topic: VOCABULARY IN THE ORAL LANGUAGE IN THE STUDENTS OF THE SEVENTH GRADE OF BASIC EDUCATION
Proposal: DESIGN OF AN ILLUSTRATIVE BOOKLET WITH LUDIC VOCABULARY ACTIVITIES

FORMULATION OF THE PROBLEM
How effective is the use of vocabulary activities in the oral language in students of 7th year basic at “SINALOA” Public School during the school year 2014 - 2015?

VARIABLES
Independent
➢ Interactive teaching vocabulary strategies

Dependent
➢ Learning of communicative abilities

EVALUATION OF THE PROBLEM
CLEAR
The content of this research is led towards the understanding of the causes and reasons how English can be taught as a second language according to the reality that the educators are facing day by day moreover they can include new innovative and dynamic techniques which will stimulate the English teaching.
CONCRETE
This research is guided to the communicative language skill issues and the lack of vocabulary in the communicative language process besides it identifies how the lack of speaking activities can affect the English comprehension in young learners, it also distinguishes the main causes why students can be bored in their classes and what might be the reason for it.

SPECIFIC
The aim of this research is to deal with teaching methodology to find answers or alternatives that help the learning process.

FEASIBLE
The interest shown by the institution to better the level of domain of the language and the availability of materials and resources will facilitate the development of this project; moreover, the approval of parents and students will also ease our work.

ORIGINAL
The implementation of new didactic materials aimed towards the improvement of the communicative skills in the students of Seventh grade at the “SINALOA SCHOOL” has never been developed before.

RELEVANT
The possibilities of new opportunities during the students’ professional lives will be more accessible because English is one of the most important languages all over the world.
OBJECTIVES OF THE INVESTIGATION

General Objective
- To identify the Oral English skills deficiencies in the students of the Seventh grade at the Sinaloa Public School through the application of a booklet with vocabulary activities in order to improve the knowledge of basic English.

Specific Objectives
- To evaluate actual level of the students
- To select innovative material to apply activities.
- To consider different aspects including a new methodology in a booklet from the diagnostic of how the learning process is effective.

QUESTIONS OF THE INVESTIGATION
- Will vocabulary activities be effective for the students’ learning?
- Will vocabulary improve the students’ oral language?
- Will students be motivated with the use of a new English innovative material?
- What kind of exercises will be used to help the students’ learning process?
- What are the teaching trends employed internationally and locally?

JUSTIFICATION

In order for students to improve basic vocabulary knowledge, there must be a variety of activities to make the language simple and interesting to learn, but without the appropriate materials can be a complete effort to reach a good learning level. First of all, the institution does not have enough resources which cause frustration on teachers and the young learners, didactic and visual materials are needed to get the students’ attention. Actually, the more they are in a complete interaction with the language, the more they learn.
One of the main problems in this group of students the lack of vocabulary a
traditional methodology is still used at this school. Nowadays, there are different
kinds of methodologies appropriate to improve the learning process, some
teachers are not aware of the use of them though.

Actually, with the improvement of the English level in the students, young learners
will be ready to start the Eighth grade without any inconvenience for the
justification of this project. They will also find the empathy to learn the language
applying this new learning methodology based on didactic activities and innovative
vocabulary exercises. Through this, their motivation will increase in order to learn
the language. Also, developing a complete research in the school most of the
students have had low grades in English for the last few years.

Finally, the institution will benefit as well because its prestige will improve and be
more noticeable by the society which will count with well-formed individuals who
will be willing to contribute adequately.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

As vocabulary becomes one of the most important skills in the English language, the research is directed towards how to improve the learning-teaching process based on strategies and methodologies which will be applied in order to have a better communicative approach in the English class. Some research was taken from books and projects published by different authors. In order to enhance our investigation that began with the purpose of recognizing key definitions and relevant information.

The research is developed and applied in a Educative Institution called “SINALOA PUBLIC SCHOOL” located in Balzar, provincia del Guayas, Ecuador. The observation revealed that most of the students have difficult working with their oral skills and there are not enough resources to develop them.

INDEPENDENT VARIABLE

ORAL LANGUAGE

According to Lawley (2010) it refers to the meaning of words, how to make words and how to put them together in order to be understood, it also indicates what words are appropriate to use according to the situation. Oral language develops the abilities and knowledge that contribute the foundation for our listening, speaking, reading and writing.
There are seven components which are part the oral language:

**Phonology**: refers to the basic sound patterns of a language, such as syllables and rhymes.

**Syntax**: relates to sentence structure and grammar rules.

**Morphology**: associates the meaning of words and how they can be formed.

**Pragmatics**: indicates the word choice and use in context in order to communicate properly.

**Orthography**: refers to the different kind of spelling rules.

**Vocabulary**: specifies the meaning and the correct pronunciation of words.

**Semantics**: describes the way how language conveys interpretation.

Lawley (2010) states that oral language helps students to think effectively in order to produce sentences by themselves, without the necessary oral language skills. Lawley states that students will find it very difficult to think or interact with each other which can cause a lack of spoken and written comprehension. All of the components of oral language are needed in order to communicate and learn through spoken interaction. They are used in the development of the communicative approach which is part in the meaning of spoken sentences and written dialogues.
IMPORTANCE OF VOCABULARY

According to Folse (2008):

“Learners can improve their second language proficiency whether they acquire more vocabulary through speaking, listening or reading and writing activities”.

Learning vocabulary allows students to communicative more effectively in the classroom without hesitation, it also helps learners to share their ideas and experiences by using their own words.

According to Beck (2012)

“Vocabulary plays a critical role in the lives of people and their future possibilities. A broad and rich vocabulary is the hallmark of an educated person. In addition, a rich repertoire of vocabulary is strongly related, in particular, with reading comprehension; and, in general, school performance.”

Teachers must know what kinds of classroom activities they can use with their group of students according to their level, the purpose of these activities is to help students gain new vocabulary skills and introduce them to new words in order to improve their communicative approach.

Vocabulary does not just refer to the meaning of words in fact it classifies words into five types:

- A single word
- A set phrase
- A variable phrase
- A phrasal verb
- An idiom
According to Folse (2008), the most successful vocabulary activities are those that allow students to reach these three aims:

- Focus on the vocabulary
- Experience multiple retrievals of the vocabulary
- Develop successful vocabulary learning strategies

**HOW TO TEACH VOCABULARY**

According to Diamond and Gutlohn (n.d):

“*Vocabulary is the knowledge of words and word meanings*”.

Teaching vocabulary implies definition of words and how they fit in a sentence. It can be acquired accidentally or intentionally depending on how it is conveyed, it can be taught by using the following strategies:

- Through independent reading to extend word knowledge
- Activities to motivate the students ‘learning process
- Guidance in specific word –learning strategies
- Instruction in exact words to enrich comprehension of readings containing those words

The National Reading Panel points out that there is no single research-based method to teach vocabulary, it recommends using a variety of direct and indirect strategies. Some of those strategies are mentioned below:

Selecting words to teach vocabulary, dictionary use, and morphemic and contextual analysis. Through these vocabulary strategies students will be able to increase their vocabulary skills because they will be in a complete contact with the language which facilitates the vocabulary learning process.
Vocabulary can be also taught by using flashcards, posters, wall papers which will attract the students’ attention and reduce the teacher’s work in the classroom. The more words teachers convey to their students, the easier will be for the students to remember them and associate sentences depending on the situations.

**LUDIC ACTIVITIES**

According to Callahan (2007) ludic or spontaneous activities are effective tools when teaching English. These activities encourage students to practice their language skills without preparation, they encourage students to be motivated in order to work individually or in groups. It also help teachers to have an amusing class where students get involved in learning English unconsciously.

There are several playful activities which can be very useful to have a successful class; teachers must be aware of the great help that they provide to them; moreover, students realize that learning English can be very enjoyable and fun to learn when incorporating ludic activities.

According to Reyes (2010)

“*Educational games can be applied in a turn of common classes or extra teaching hours, everything is depending on the accomplishments to be achieved and the content of the subject in which it is used. After each activity is advisable to choose the winning group and offer a prize in that way we motivate our group of students*”

For teachers, one of the most important goals in the English class is to make students get involved to learn properly and enthusiastically create an excellent class atmosphere where they enjoy learning and can practice their English skills by interacting with each other and their teacher.
The following ludic activities are the most appropriate to have a successful class:

- Work in groups
- Choose a conversation topic and make students share their ideas
- Introduce different ideas according to the students’ likes
- Brainstorming
- Read aloud –Bingo card games

There are varieties of activities to encourage students to learn a fun way; for example:

**Spelling Contest**

It helps students to remember and learn words easily by spelling them and encouraging competition among the students. The goal of this game is to make learners spell words as fast as they can without making a mistake. Through this activity young learners use their memories and improve their oral skills.

**Memory Games**

According to Severson (2014)

“Playing games can be an important way of keeping our brains active in order to have a successful learning process”

There are games which are perfect to activate the students’ ability to think faster and remember easily. These games also help students to increase their English knowledge little by little and ease the student’s learning process.

**Hangman**

Regarding to hangman (2010) from Oxford this is a game for two in which one player tries to guess the letters of a word the other player recording failed attempts by drawing a gallows and someone hanging on it “.Playing hangman helps students with their spelling skills and their vocabulary, it also encourages many learners to sustain their interest and work.
**Bingo**
It helps students increase their vocabulary and oral approach through the repetition of words and the introduction of new ones the students learn easily and in a fun way.

**USING COGNATES TO DEVELOP COMPREHENSION IN ENGLISH**

According to Dahlgren (2008) cognates refer to all the words in two languages that share a similar spelling, meaning and pronunciation. For instance, English and Spanish have related words and they are pronounced and written almost equally.

Example: Taxi-Taxi    radio-radio    center-centro

Classroom strategies for teaching cognates that can be applied in the class:

- Read aloud
- Circle Differences in words
- Looking for the wrong cognates
- Exaggerate intonation stress in sentences

**Synonyms**

According to Merriam Webster (2011) it is a word that has the same meaning as another in the same language, it is also a word, name, or phrase that very strongly suggests a particular idea, quality, etc.

Example: beautiful, attractive, pretty, and outstanding

Terrible, awful

Intelligent, smart

Lazy, Idle
Key words

They are very useful for beginners because they build up their vocabulary and help them quickly improve their English skills. Teachers must use them daily in order to get students used to using them in the English class, as the most important key words we have: basic verbs, prepositions, adjectives, pronouns and adverbs.

Example:

She speaks English very well. Her English is very good.

IMPORTANCE OF SPELLING AND PRONUNCIATION

According to Weiner (2010), the spoken and the written words in English are totally different in spelling and pronunciation; it can be difficult even for native speakers and definitely more difficult for non-native speakers to understand spoken English without seeing how words are written. It is clear why learning a language might sometimes be difficult due to the variation of sound patterns and intonation. Good spelling and a good pronunciation are very important to have a clear communication and there are many ways to improve in both areas:

- Practice a lot and lose the fear of speaking out loud
- Listen to music, watch TV or films in English
- Learn spelling rules
- Identify sound patterns to recognize words and expressions

Even if you do not have an advanced vocabulary, you can be completely understood if you have a good pronunciation. When pronunciation is poor, good grammar and vocabulary are useless to be understood adequately having a conversation.
According to Jones (2009):

“Spelling improves reading and writing fluency and it also improves vocabulary and comprehension“

Good spelling matters because words have a specific order when they are written, it also facilitates communication and makes it easier to understand texts. It would be very complicated if we spelled words differently.

Spelling is also a fundamental part for our language; we must maintain standards and do our best to spell properly.

Effective spelling is classified in three main goals:

- Students learn the major patterns of English spelling
- Students learn words that are related to familiar situations
- Students become aware of the relationship of words and sound patterns

TEACHING VOCABULARY IN COMMUNICATIVE LANGUAGE TEACHING

Teachers are familiar with the kinds of words and expressions that they use in class with their students, but some of them are not totally convinced that they are using the appropriate oral communicative skills with their students, but what is the exact strategies that teachers can use with their pupils to have a successful class?

According to McCarten (2007)

“When we look at the most frequent words and phrases in a conversation, we find many items that conversation shares with the written language, such as grammatical words common everyday nouns, verbs, adjectives, and adverbs”.
Teaching vocabulary can be defined by conveying particular meaning of words and the way those words are learned, it is possible to make students construct a conversation and produce sentences by themselves through teaching them to develop their own personal vocabulary.

Vocabulary repetition can be convenient in the English class in order to make students use their own communicative language skills. Particularly as students develop their own vocabulary learning, they will be able to acquire new language skills, teachers must be aware of the students' strengths and weaknesses because they might find the relevant strategies and methodologies to expand student's learning.

When teachers are aware of their students' performance in class, it is easier to find out what are the best resources that can be useful and efficient that might help students with their English learning. For instance, role plays, dialogues, and presentations enrich the student's knowledge and help them produce written and oral English phrases.

DEPENT VARIABLE

IMPORTANCE OF ORAL LANGUAGE

Bruner (1983) points out

"Proficiency in oral language provides students with a vital tool for thought. Without fluent and structured oral language, students will find very difficult to think".

Oral language helps students increase their English competences, students might find difficult to pronounce English words properly due to their lack of comprehension.
Teaching the meaning of unknown vocabulary to students might be suitable in class as long as that vocabulary is related to situations that students find familiar, oral language plays an important role in these kinds of activities because it is possible to interact with the students in order to extend their vocabulary knowledge.

Knowing the meanings of words in readings is required to comprehend the message that is being conveyed. Reading activities can become an important tool in the class because they contribute with unknown words and students develop critical thinking and test their own skills to formulate their own opinions and ideas. Teachers must bear in mind that not all the students learn the same way, but they must be willing to find strategies to help them reach the same learning level and that can be achieved through oral language skills.

It is possible for teachers to use different strategies to help students reach a good English level, teachers can use all kinds of vocabulary and grammatical constructions in speech, make adequate switches from oral to written language situations, they also have to notice what kind of phrases are appropriate to use in class according to their students’ abilities.

**IMPORTANCE OF VOCABULARY IN ORAL LANGUAGE**

Dahlgren (2008) states:

“*Oral language increases language and vocabulary abilities*”.

Teachers must find the best ways to increase the students’ skills by using activities that contribute the student’s learning level, one of those activities can be to peruse the texts before reading it aloud to their students then select the words that they
might find useful for their students to learn and finally explain the meaning of those words by using cards or wallpapers which encourage students to put more focus and use their imagination.

Vocabulary can be improved by using oral language strategies which aids in the development of understanding and vocabulary retention besides through reading and writing activities students will enhance their general knowledge comparing how situations are related to the topic.

According to Lesaux and Russ (2009):

“In order to effectively build oral language, the act of reading and writing must authentically connect to the students ‘lives beyond school. “

Writing and reading activities might be boring for some students, but if they are related to their experiences and likes, these activities could be enjoyable and interesting for them. Teachers must motivate their students in order to have a successful class where students realize that they are learning and developing new skills.

Interaction between the book, teacher and students is required in the classroom because it becomes the context for reading, instead of limiting students to work by themselves which is inappropriate if teachers want them to build their reading and listening skills. Debates in class provides opportunities to practice turn-taking and students can share their ideas with their peers also they acquire academic ways of talking as evidence of their awareness skills and language development.
HOW DOES VOCABULARY HELP READING, LISTENING, SPEAKING, AND WRITING?

Speaking

Harmer (2007) says one of the major parts of improving vocabulary is by listening and speaking in order to build students’ vocabulary. Teachers need to apply tools to work in class because the use of those resources can build student’s vocabulary step by step. The first step to learning how to use new words is by listening to the correct pronunciation of words and then repeat them, repetition helps students with their articulation and pronunciation.

Using new words in the class is important to enhance students’ vocabulary, there are some strategies that can be useful in order to retain new words one of them is to write words down and then use them in a speaking activity.

Reading –Writing

According to Harmer (2007):

“Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it “.

In order students to understand what they read, they must be familiar with the vocabulary that they are using. Reading has a positive effect on students’ vocabulary knowledge because it encourages students to focus on vocabulary and grammar.

Writing gives students thinking time which makes them think about what words they might use vocabulary in writing is also very useful for students because they realize how words are spelled. When students are writing, they focus on the grammar structure and the meaning of words
Listening

According to Harmer (2007):

“Most students want to be able to understand what people are saying to them in English, either face to face, on TV or on the radio and that can be possible if they distinguish words and expressions.”

If students do not understand what they hear, they will not be able to produce written or oral sentences by themselves, in that the more students listen to English being spoken, the more they absorb new vocabulary and can use it properly.

CONSTRUCTIVISM

According to Giesen (2005):

“Constructivism is the theory that students construct their own understanding and knowledge of the things, through the use of their previous knowledge and experiences”.

Constructivism is distinguished because it has been one of the main aspects that established research in education with very good results in the area of learning.

Humans’ cognitive and social aspects of behaviour are not merely a product of the environment or simply a result of knowledge, constructivism helps students build their own process of learning where they discover, identify and peruse their own observation based on personal experiences and the surrounding environment.

Piaget (n.d.) states: “in order to develop the human’s intelligence skills the interaction with the environment must be required “

Students’ environment plays and important role in their learning process because it must be interactive and active in order to have a good adaptation where they adapt and feel accepted by their peers.
Characteristics of Constructivism

- Students build their own learning through personal experiences
- Experiences become knowledge
- Learning is part of the students’ everyday life
- Students enjoy learning and sharing their skills among themselves
- The Constructivism learning creates and enjoyable atmosphere in the classroom
- In Constructivists classes students learn to question things and apply their own knowledge
- Multiple perspectives are developed with the personal learning
- Students become active learners

PRAGMATISM

Pragmatism describes the theory and the practice of producing knowledge; it starts with a practical problem to be resolved. In general, pragmatism assumes the meaning of a proposition and the result of a practice; it also reaches development in the field of morality.

Pragmatism refers to the truth of the useful, denying the theoretical knowledge in varying degrees from the most radical which leads to individual success to the most relevant proved with facts. Human knowledge receives its meaning and value with the practical application of it.

In fact, for the several types of pragmatism all knowledge is practical if it is used for something useful, pragmatism can be used indirectly or directly depending on the situation which main aim is to instruct people in order to seek success and progress.
Basically, theories are potential actions that will discover the solution of practical issues. In this case the problem that we have is the lack of vocabulary learning in the students of the seventh year basic education which can be attributed to many causes such as the lack of motivation which is a common problem in most of the students at that age, but it is a basic requirement and determining the time to reach our goal of teaching.

Terrell points out, “diverse techniques for a more natural approach to the acquisition for a second language students achieve their own objectives in which the structure is subordinated of semantic approaches because the four abilities interview”. It is necessary to use well- known vocabulary for the development of the abilities of language because vocabulary for beginners is more important than the structural accuracy.

**LEGAL FRAME**

The regulation to develop the design and execution of the educative project was approved at the meeting of the honorable directed counsel on August 21\textsuperscript{st} 2007.

The directed counsel suggests that educative project must be performed following the established rules, the main objectives of the regulation is design and execute an educative problem, by applying the scientific method to contribute the performance of the future professional to warranty the technical resource to make an efficient investigation.
GLOSSARY

Accuracy
The state of being exact or correct; the ability to do something skillfully without making mistakes.

Acquire
To gain something by your own efforts, ability or behavior.

Aim
The purpose of doing something; what somebody is trying to achieve.

Approach
To speak to somebody about something, especially to ask them for something or to offer to do something.

Benefit
An advantage that something gives you; a helpful and useful effect that something has.

Cause
The person or thing that makes something happen

Creative
Involving the use of skill and the imagination to produce something new or a work of art.
Description
A piece of writing or speech that says what somebody/something is like; the act of writing or saying in words what somebody/something is like.

Development
The gradual growth of something so that it becomes more advanced, stronger, etc.

Engage
To succeed in attracting and keeping somebody's attention and interest.

Focus
To give attention, effort, etc. to one particular subject, situation or person rather than another.

Goal
Something that you hope to achieve.

Guide
Something that helps you decide.

Hurdle
A problem or difficulty that must be solved or dealt with before you can achieve something.

Improve
To become better than before; to make something/somebody better than before

Investigation
An official examination of the facts about a situation, crime, etc.
Involve
To make somebody take part in something

Knowledge
The information, understanding and skills that you gain through education or experience

Language
The system of communication in speech and writing that is used by people of a particular country or area

Motivation
The reason why somebody does something or behaves in a particular way

Performance
How well or badly you do something; how well or badly something works

Pragmatism
Thinking about solving problems in a practical and sensible way rather than by having fixed ideas and theories

Regulation
An official rule made by a government or some other authority
## VARIABLE OPERATIONALIZATION MATRIX

Table No.1

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLE</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>Phonology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syntax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morphology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pragmatics</td>
<td></td>
</tr>
<tr>
<td>Importance of Vocabulary</td>
<td>Vocabulary advantages</td>
<td>Vocabulary development</td>
</tr>
<tr>
<td>How to teach Vocabulary</td>
<td>Strategies</td>
<td>Methodologies</td>
</tr>
<tr>
<td>INTERACTIVE TEACHING VOCABULARY STRATEGIES</td>
<td>Ludic Activities</td>
<td>Matching games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking games</td>
</tr>
<tr>
<td>Using cognates to develop comprehension in English</td>
<td>Read aloud</td>
<td>Look for the wrong cognates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exaggerate intonation stress in sentences</td>
</tr>
<tr>
<td>Importance of Spelling and Pronunciation</td>
<td>Listen to music</td>
<td>Learn spelling rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify sound patterns</td>
</tr>
<tr>
<td>Teaching Vocabulary in Communication Language Teaching</td>
<td>Repetition of words</td>
<td>Reading aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role plays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improvement of vocabulary skills</td>
</tr>
</tbody>
</table>
CHAPTER III
METHODOLOGY

Scientific Research

According to Sampieri (2006):

"Scientific research is essentially like any research, just more rigorous, organized and carried out carefully, it is also the deliberate search of knowledge or solutions to scientific problems; the scientific method indicates the path that has to move in that investigation and the techniques needed how to follow it."

When applying scientific research to the investigation, it must be done step by step by using relevant information. It is also a process that seeks to obtain useful and reliable information to understand, verify or apply knowledge.

For some results, clarity and accuracy is necessary in order to apply some kind of research methodology because all kinds of investigations follow a specific order to achieve the requested information. Scientific research is essentially based on a scientific method which is mainly the study of observation techniques, rules, prediction and ideas about ways to communicate the experimental and theoretical results.

In addition, scientific research has a number of features that help the researcher to obtain effectively through forms, elements and processes. The main purpose of this research is to formulate new methods or modify the ones that have been already done. Moreover, it facilitates us to get new theories.
TYPES OF RESEARCH

Field Research

Sampieri states that field research of fieldwork is essentially based on information found on observations, surveys and interviews; it also collects relevant data from a specific workplace in order to be analyzed. The goals and methods used in field research change depending on the investigation also through this research it is possible to obtain a complete knowledge from what it is examined.

Bibliography Research

According to Rodriguez (2012)

“Bibliographic research can be understood as an introduction to any other research being one of the early stages of the investigation it also provides data based on theories, techniques existing in a particular area “.

Through bibliography research, all information is explored and detailed demonstrating a clear development from what has been written or investigated besides it gives information based on theories and techniques.

Feasible Research

According to Sampieri (2006)

“Feasible research is mainly based on the financial, human and material resources”.

All research must be done by applying the necessary sources which will be used to ease the researcher’s work in order to carry out the project, it is really important to count with the necessary budget and intellectual quality besides the researcher must have the approval of the public or private institution depending on where he is going to develop the project.
LEVELS OF RESEARCH

Exploratory

Sampieri points out

“It is useful to develop this kind of research because it describes trends in a group or population”.

By applying exploratory research all information is collected and organized in order to be evaluated. Moreover, it finds the proper procedures to make a further investigate to discover the fundamentals of a particular problem.

Descriptive

Glass & Hopkins, (1984) say

“Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts, and describes the information collected”.

All information based on this research needs to be concrete and specific in order to be aimed; in addition, it provides a basis for investigations that require a greater level of depth.

Explanatory

Sampieri points out exploratory research is used to solve a problem that has not been clear. It also encourages people to determine the best research design, method of data collection and selection of topics. It is often based on definitive conclusions giving its fundamental result when a problem exists, it is approached through interviews, samples, and studies. This research not only defines, but also analyzes to find the reasons of a problem, looking for an explanation of the issue.
METHODS

INDUCTIVE AND DEDUCTIVE APPROACHES

Deductive Method

According to Yaringaño (2008)

”It is demonstrated analytically by pure logic, the deductive method needs an additional condition where the research is considered valid”.

Deductive method seeks circumstances to find a specific conclusion; it also uses deduction to examine hypotheses and arguments, basically it goes from the general approach to the specific conclusion.

Inductive Method

Yaringaño sates (2012) inductive method is the opposite of deductive method; it makes a global generalization from any specific information. Essentially, it goes from the specific to the general, it makes students notice instead of explaining theories or hypothesis; it also starts with the observation where assumptions are formulated toward the end of the research.
TECHNIQUES AND INSTRUMENTS

Techniques

According to Chaleunvong (2009):

"Data collection techniques allow us to systematically collect new information about a specific area, people, objects, phenomenon and about the settings in which they occur."

Techniques allow us to obtain information collected through surveys, interviews, observations and everything which can help us have a clear vision to evaluate and compare the results in order to obtain information, techniques are also used to access better information about a topic then analyze the information to determine needs.

Interview

According to Sampieri (2006):

“The interviews involve a qualified person to apply a questionnaire to the participating subjects in order to know information.”

The interview is basically based on a conversation where the interviewer collects exact information from the interviewee, it is also known as a formal or informal dialogue which main goal is to obtain information about a specific topic.

Survey

It is one of the techniques used to gather information, opinions, and impressions by applying questions which will be responded by the interviewees, the main aim of this technique is to know and collect the opinion of a group of people in order to have a conclusion. A proper survey gives particular information of a problem. In our case surveys will be used to know what the directors, students and teacher know about the problem that the students are facing in the institution. Through the study of surveys we will have a clear idea about the exact problem and matters that are affecting the learning process that is affecting this group of students.
POPULATION AND SAMPLING

Population

According to Webster (2014):

“Population is the number of people who live in a place or animals of a particular kind”.

Through our research will be easy to know the exact amount of people in the institution where we are going to carry out our project. The total amount of people is called a universe.

Sample

According to Boyd (2007), in order to know the result of observations taken from the population the required process is known as sampling which is the statistical analysis used in a specific place. In our research the sample will be taken from the population of the institution where we are going to develop our project. In order to know true real information is necessary to apply the right techniques and methods to have an evidence of our work.
**STRATUM/UNIVERSE**

The proposed sample has been chosen for our project, which represents 40 students, 1 teacher and 1 director, the universe refers both the population and sample.

**TABLE # 2**

<table>
<thead>
<tr>
<th>Item</th>
<th>Staff</th>
<th>Universe</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>200</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>Whole</td>
<td>208</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

SPECIFIC INFORMATION
Write an “x” on the answer you consider the most appropriate on each of the required questions
A- STRONGLY AGREE  B- STRONGLY DISAGREE  C- DISAGREE
D.-AGREE  E.-UNDECIDED

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>01  Do you like your English class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02  Do you like to work in group and participate in your English class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03  Does your English teacher use flashcards and posters in class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04  Does your teacher speak English in class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05  Do you want to improve your vocabulary through games and dynamic activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06  Do you feel you are learning new vocabulary in your English class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07  Do you understand the vocabulary that your English book has?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08  Would you like to understand the vocabulary in short dialogues, conversations and readings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09  Do you like your English book?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10  Would you like to use a different English book with innovative English activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANKS FOR YOUR COLLABORATION
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

INTERVIEW TO THE DIRECTOR

1.-Do you think it is necessary to apply vocabulary techniques to improve the
English learning in the students? Why?

Definitely, the students must improve their English skills because English is one of
the most important languages all over the world and this group of students must be
ready for any challenge after they finish their studies, as a matter of fact I want
them to understand why it is so important to learn English as a second language
nowadays. Moreover, the use of innovative learning techniques will encourage
them to be interested in learning by themselves as you may know most of the
students here do not have the budget to study at an English academy or take private
English classes, but with the material that you are going to provide them, they will
not have any excuse to study English.

2.-How would you support the performance of this project?

I would support the performance of this project with anything you could need from
the school and from me as long as you help the students of the Seventh grade and
teach them English properly. As you know English is really important to learn
because it is the most popular language worldwide. Although some students will
find it a little complicated to understand it, others will enjoy working with you and
your booklet of activities.
3. - Do you think it is appropriate to carry out this project in the institution? Why?

Absolutely, it is not just appropriate to carry out this project, it is necessary for the institution and more for the students who will have the knowledge needed to be in Eighth grade next year. I want them to have a good English level and be willing to learn more when they are in High School. In addition, they will be very grateful to you and your great support; I am very sure through that new material they will learn English amusingly. I believe this is a great opportunity for them because they have never worked with any English didactic material before.
1.- How often do you use different teaching materials in your classes?
Honestly, I never use different teaching materials because I do not have the budget to get them, I would like to improve my classes by using fairytales, posters, flashcards and use them in my class in order to encourage my students to learn English.

2.- Are you satisfied with your students’ knowledge? Why?
No, I am not because the material that we use is almost useless and the students are not motivated to learn English. I know that I should do something to change this situation, but it is difficult due to the lack of support from their parents and the school.

3.- Would you like to improve your English classes by applying different teaching techniques in order to enhance students to study English in the classroom and at home?

Definitely, I would like to use different materials and encourage my students to study English at home and increase their knowledge, but as I told you before I do not have the budget or the institution in order to engage students to learn English adequately.
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS
Sample: 40 Students

QUESTION 1: DO YOU LIKE YOUR ENGLISH CLASS?

CHART #3

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>29</td>
<td>73.66</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>6</td>
<td>21.08</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>2.33</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>2.33</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

GRAPHIC #1

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

Analysis
The 73.66% of the students say they like their English class, but this information in not enough to know a complete result about the survey. The 21.08% say they don’t like their English class because there are not interactive materials to work with. To sum up all this information a few students think the class can be improved if more materials are used daily.
SURVEY TO THE STUDENTS

Sample: 40 Students

**QUESTION 2:** DO YOU LIKE TO WORK IN GROUP AND PARTICIPATE IN YOUR ENGLISH CLASS?

**CHART # 4**

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>30</td>
<td>90</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

**GRAPHIC #2**

**Question # 2**

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

**Analysis**

According to this survey most of the students like working in groups, but some of them disagree because they think the class must be more interactive and dynamic, another group of students basically the 5% think their English teacher must use a different English book because they want to improve their listening and speaking skills.
SURVEY TO THE STUDENTS

Sample: 40 Students

**QUESTION 3:** DOES YOUR ENGLISH TEACHER USE FLASHCARDS AND POSTERS IN CLASS?

**CHART #5**

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>10</td>
<td>20,00</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>25</td>
<td>75,00</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

**GRAPHIC # 3**

**Question #3**

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

**Analysis**

According to this information the 20% of the students say their English teacher does not use flashcards or posters to improve her class which makes us understand that we can use a different material to increase the students’ knowledge and apply a new methodology in the English class.

The other group of students around the 10% say that their teacher sometimes uses didactic materials in her classes, but not always.
Survey to the Students

Sample: 40 Students

Question 4: Does your teacher speak English in class?

Chart #6

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Graphic #4

Question #4


Analysis

The 100% of the students affirm that their English teacher does not speak English in class, which is clear why the students need to use a better methodology which can allow them to be in a daily contact with the language.
SURVEY TO THE STUDENTS

Sample: 40 Students

**QUESTION 5:** DO YOU WANT TO IMPROVE YOUR VOCABULARY THROUGH GAMES AND DYNAMIC ACTIVITIES?

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**GRAPHIC # 5**

Question #5

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

**Analysis**
The 100% of the students agree with the same answer, they all want to improve their English by using innovative and dynamic activities which will help them improve their English proficiency by using a different material which will be very useful to motivate them to learn English.
SURVEY TO THE STUDENTS

Sample: 40 Students

QUESTION 6: DO YOU FEEL YOU ARE LEARNING NEW VOCABULARY IN YOUR ENGLISH CLASS?

CHART # 8

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>30</td>
<td>79</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

GRAPHIC # 6

Question #6

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

Analysis

The 80 % of the students feel they are not learning new vocabulary in their English class which makes us realize about the problem that they are facing daily. Besides, this result clearly identifies the necessity that these students have and they can improve by using a new material to work in class.
SURVEY TO THE STUDENTS

Sample: 40 Students

QUESTION 7: DO YOU UNDERSTAND THE VOCABULARY THAT YOUR ENGLISH BOOK HAS?

CHART # 9

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>25</td>
<td>71</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

GRAPHIC # 7

Question #7

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

Analysis

Most of the students in the class do not understand the vocabulary that their book provides, our work here will be to find the appropriate vocabulary that will allow them to comprehend more words.
SURVEY TO THE STUDENTS

Sample: 40 Students

QUESTION 8: WOULD YOU LIKE TO UNDERSTAND THE VOCABULARY IN SHORT DIALOGUES, CONVERSATIONS AND READINGS?

CHART # 10

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>35</td>
<td>92</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>undecided</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

GRAPHIC # 8

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

Analysis

Most of the students would like to understand more words because that will help them to comprehend readings and dialogues. The more they practice daily, the more they will be able to understand short English conversations.
SURVEY TO THE STUDENTS

Sample: 40 Students

**QUESTION 9: DO YOU LIKE YOUR ENGLISH BOOK?**

**CHART # 11**

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>33</td>
<td>85</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

**GRAPHIC # 9**

**Question #9**


**Analysis**

The 85% of the students do not like to work with their English book because they think it has a difficult vocabulary and most of the activities do not make sense at all. Through a better English material the students will be able to work in class and at home by themselves properly.
SURVEY TO THE STUDENTS

Sample: 40 Students

QUESTION 10: WOULD YOU LIKE TO USE A DIFFERENT ENGLISH BOOK WITH INNOVATIVE ENGLISH ACTIVITIES?

CHART #12

<table>
<thead>
<tr>
<th>ALTERNATIVE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UNDECIDED</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

GRAPHIC # 10

Question #10

Elaborated by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo.

Analysis

The 100% of the students would like to use a different English book with more interactive activities and the appropriate level according to their knowledge, this information confirms the necessity to implement a new book for them.
CONCLUSIONS

- Most of the students like English but they do not feel motivated in class because the teacher does not use visual resources, such as flashcards or wall papers.
- Most of the students do not participate in class because there is a lack of interactive activities, such as games, tongue twisters and rhyming activities to make them feel in a positive environment and interact with each other.
- Student do not have an English workbook to help them review activities in class or take it home, considering that each child has a different learning style.
- The teacher needs to find strategies to catch the students’ attention.

RECOMMENDATIONS

- It is necessary to create a good environment in the English class to motivate students to visualize posters or language in the class.
- It is necessary to motivate the students to participate more in class.
- As there is not an appropriate book for this grade level, it is a good alternative to give the classroom teacher ideas to implement a workbook for the students to work and participate in class and have an extra review at home.
- The teacher needs to perform interactive class applying feedback, recommendation, and how apply it in real life.
CHAPTER IV
THE PROPOSAL
DESIGN OF AN ILLUSTRATIVE BOOKLET WITH LUDIC VOCABULARY ACTIVITIES

JUSTIFICATION

Being English one of the most important languages worldwide students must be aware of the importance of learning it. The main reason to develop this project was the lack of vocabulary in the students of the Seventh grade at the “Sinaloa School” due to their lack of oral language skills. We noticed this group of students were not motivated because of their low English proficiency; their teacher also used the traditional methodology which made students get bored during their English class. As we know, English as a second language must be taught by using the most appropriate methodologies and strategies to facilitate the learning process and reach a complete understanding of it.

These unmotivated classes are consequence of a poor engagement, study and activate stage. Classes are not planning adequately, moreover inappropriate feedbacks; high emotional filters are also influencing negatively English classes this is how these young learners and their teacher are facing this negative atmosphere day by day.

Additionally, the students of the Seventh grade at the “Sinaloa School “did not count with an adequate material to work in class properly, they also thought that English could not be taught through games or by using dynamic activities which helped us identify why the students were so unmotivated to learn it.
Nowadays, the educational system in Ecuador requires teachers with innovative ideas and the required knowledge to teach English because students must be ready for any challenge and have a good background when they are in a higher educational level.

To find a solution for some of these educative problems was to design and implement a booklet with ludic activities and interactive vocabulary exercises to improve the English learning. Our proposal is justified because it will help the students of Seventh grade basic to enhance the English learning. We are going to highlight that English is an important language by motivating both students and teachers using this guide. English is easy to learn in a welcoming environment when teachers and students are willing to use it daily in class and practice it as much as they can.

**DIAGNOSTIC**

We started our demonstrative activities in Seventh grade at “Sinaloa public School” on November 12\textsuperscript{th} 2014 with the approval of the principal and the classroom teacher. At the beginning, we noticed that there was a little interest in the students for the new material, but this changed as soon as they started working with the booklet of activities and all the vocabulary games. Immediately, They felt amused and enthusiastic to learn English properly

Undoubtedly, ludic techniques had advantages on the pupils because they can study English in an amusing way. Authorities, the teacher and parents shared our impressions and expressed their good comments on our proposal.
PSYCHOLOGICAL ASPECT

Groos (1902) says games are the special result of pedagogical research, being the first to note the improvement and the development of memory automatically, games are also necessary to call the students attention and do activities in class out of the routine. Ludic activities facilitate the students learning process as long as the appropriate games are played in class. Groos also explains that games help teachers to improve their performances as educators.

PEDAGOGICAL ASPECT

According to Piaget (n.d.) the more actively children are, the more knowledge is gained. Students can gain knowledge by using the appropriate methodology in class and this can be possible through playful activities which are adequate for the students because they do not realize that they are receiving important information unconsciously. They provide students a different environment where the young learners enjoy learning. Also, they facilitate the students' learning process.

Through playful activities, students improve their vocabulary, oral comprehension and grammar skills. Some amusing activities are played with the whole class while others in pairs, it is really important that all the class must be involved in the activity.

LEGAL ASPECT

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English.”
The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1.

The progression of the levels is the following:

Level A1: At the end of 9th year Educación Básica General.

Level A2: At the end of 1st year Bachillerato.

Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.

**Reading**

**A1 PROFICIENCY LEVEL:** Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

**Speaking production**

**A1 PROFICIENCY LEVEL:** Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)
Speaking interaction

A1 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners’ personal, educational, and social background.

Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

OBJECTIVES OF THE PROPOSAL

General Objective

- Enhance the oral language skills through vocabulary games and activities by using a dynamic booklet

Specific Objectives

- To evaluate the students’ learning level
- To motivate students and improve their language production
- To carry out vocabulary activities to strengthen the language.
- To compare English competences since they started using the booklet of activities

FEASIBILITY OF THE PROPOSAL

Our proposal is feasible because is authorized by the main directives and approved by the teacher, students and also become a great help for them because they could increase their basic English level step by step. We also had the required budget to have the booklet and the incomparable assistance of our tutor who supported us all time.
RESOURCES

Human resources

We had the availability of the students of the Seventh grade at the “Sinaloa School “where we carried out our project by using a booklet with vocabulary activities to improve the oral skills. Moreover, we had the unconditional support of the English teacher, who kindly supported us when we needed any help.

Financial Resources

We have the budget for expenses to carry out the proposal and the complete booklet with activities for each student, also some posters to motivate them, as same as flashcard, photocopies, this will be also given to the institution.

LOCATION OF THE INSTITUTION

The proposal of this project was carried out at “Sinaloa Public school “, that is located at Jose Ignacio Macías y Baltazaar Arauz in Balzar . There are 40 students in the classroom, the students attend class in the morning hours, most of them come from a low social-economic condition. The institution does not have audiovisual equipment to use in classes.
DESCRIPTION OF THE PROPOSAL

Our proposal consists of the design and application of a guide with dynamic vocabulary activities to improve the oral language and basic English knowledge. The booklet includes adequate activities for the students of the Seventh year level according to the European Common Framework, it also has four didactic units all of them with an evaluation to know if the students have understood the topic without any inconvenient. The content of the booklet is the following:

Unit 1
- The Alphabet
- The numbers 1-20
- Days of the week
- Months of the year
- School Commands
- Commands that you must know
- School Objects
- Verb to be
- Vocabulary

Unit 2
- Readings
- Circle the words that belong to the topic “school “
- Animals in the Park
- My school Friends

Unit 3
- Action verbs
- Listen and repeat
- Action verbs matching

Unit 4
- Learn and Have Fun
- Vocabulary Games
- Classroom activities/ let me Introduce myself
We will carry out this proposal from June to July 2015, with the support of the scholastic community.

This project will be implemented in three phases:

- Phase 1: Presentation of the proposal.
- Phase 2: Implementation of the proposal.
- Phase 3: Evaluation of the proposal.
- Time: During the school year 2014 – 2015

CONCLUSIONS

This proposal helps the school and especially the students because they are able to improve their scholastic achievement in a well-motivated classroom environment. The young learners will also improve their abilities to be ready for the next level which is the eight course; in addition the classroom teacher will use the new material daily to increase her students’ educative knowledge.

The application of this booklet with ludic techniques and exercises, contributes to increase the student’s skills by engaging them in an amusing atmosphere where they feel enthusiastic and motivated to learn.

BENEFICIARIES

The main beneficiaries of this proposal are the students who will reinforce their knowledge with a better comprehension. Next, the school because it will get more prestige and the parents will be aware of the big advance that their children will reach. Finally, the teacher is also a beneficiary who will be able to use the booklet with the answer key as a resource for future students and help them improve their English speaking proficiency and their overall performance inside the classroom.
SOCIAL IMPACT

This project’s proposal has been developed to provide the community with well-educated students. As part of the students’ learning, we feel we are contributing to improve the language. In this way, as educator we hope to obtain:

- Improvement of the English language
- To apply new strategies to learn English
- Support the institution with our didactic material
- Students can use their knowledge in the classroom and out of it
REFERENCES


http://www.brown.edu/academics/education-alliance/teaching-diverse-
learners/about/oral-language

http://schools.nyc.gov/NR/rdonlyres/E4AE4518-BA8A-42E1-89C6-
844A95C7B148/0/OralLanguageUnpackedLesauxandRussHarrisBrief_102114.pdf


webster.com/dictionary/synonym

http://www.oxfordlearnersdictionaries.com

24,2015,fromhttp://es.scribd.com/doc/56163013/ACTIVIDADES-LUDICAS#scribd

http://www.ncte.org/library/NCTEFiles/Resources/Journals/RTE/0472-
nov2012/RTE0472OnlineBib.pdf
http://www.simplypsychology.org/piaget.html

de la Ciencia:https://competenciashg.files.wordpress.com/2012/10/sampieri-et-al-metodologia-
de-la-investigacion-4ta-edicion-sampieri-2006_ocr.pdf

www.retirewow.com/importance-of-memory-games-

webster.com/dictionary/rhyme

http://luisyaringano.blogspot.com/2008/04/definicion-de-deductivo-e-inductivo.html

and-spelling/
BIBLIOGRAPHY

American History Dictionary published in 2010

Communicative approach in teaching basic grammar. by Rosa Angela Reyes Alvarez

Creating Positive attitudes towards English as a Foreign Language by Selma Elyildirim and Sally Ashton published in 2006 pages (3-21)

How to teach English by Jeremy Harmer published in 2007

Ludic Techniques To Enhance The Basic English Learning by Catalina Salguero Espinoza and Jesús Flores San Martin

Metodología de la Investigación by Roberto Hernández Sampieri


Practical Activities for balance by Beth Sheppard published in 2012

The Importance of Listening by Karen Lawson published in 2010

Vocabulary practice games by Shalva Shaptoshvili published in 2002
Urkund Analysis Result

Analysed Document: PROYECTO VALVERDE 2014.docx (D14980013)
Submitted: 2015-07-23 20:08:00
Submitted By: moldret7@hotmail.com

Sources included in the report:

http://shochganga.inflibnet.ac.in:8080/jspui/bitstream/10603/17638/18/18_appendices.pdf

Instances where selected sources appear:

3
Chapter One

The PROBLEM Background of the Investigation Location of the problem in context: The INVEL program system in Ecuador requires students to have a great level of proficiency in the program language in order to become productive and feel motivated to speak a foreign language in the classroom and out of it. The curriculum for teaching English is based on the Common European Framework, which states that learning must be focused on real-world situations in order for students to obtain the necessary skills to communicate effectively in English. It is necessary to apply new techniques, methods, skills, and changes, which are required to enhance the English learning process. Even though in Ecuador there are some institutions where the appropriate and necessary skills are applied to reach a successful learning level, others do not meet the minimum adequate requirements needed in order to project a different background. Throughout a complete research based on the actual situation that schools are facing, the “SINALOA Public School” is one of those institutions where a complete updating of teaching strategies and methodologies are needed and with a location that is too remote for the students to get there does not help either. The lack of teaching resources and the use of traditional methodologies do not allow the English learning process to be carried out successfully. According to the Common European Framework, English must be taught by using innovative methods, which can be used as tools to help students and teachers have a better education and innovative learning process. The improvements in Education mainly depend on what kinds of methodologies are applied in class in order for students to become more effective and get a complete understanding, so that they can use their knowledge in higher levels. PROBLEM SITUATION Teachers at the “SINALOA Public School” use a traditional methodology which has been part of the educational system for many years and causes a deficit in the learning process.
SR. DIRECTOR  
UNIDAD EDUCATIVA “SINALOA”  
Ciudad.-  

De mis consideraciones:  

Yo Eveling Luzvenia Valverde Ronquillo CI-0921474219 y Stefany Katuska Alarcon Velarde CI-0924472021, egresadas de la Facultad de Filosofía, Escuela de Lenguas y Lingüística (Inglés-Francés) periodo 2013-2014, me dirijo a usted para solicitarle me permita realizar mi tesis de investigación en la Institución Educativa que usted dirige. 

El tema de investigación irá enfocado a los alumnos de su horario matutino y una hora a la semana la cual será acordada de acuerdo a lo que disponga usted para poder seleccionar la población de estudiante. 

Agradezco de antemano por la oportunidad que me brinda.  

Atentamente  
Eveling Valverde Ronquillo  

Atentamente  
Stefany Alarcon Velarde
Egresadas:
Valverde Ronquillo Eveling Luzvenia.
Alarcón Velarde Stefany katiuska

Ciudad:

De mis consideraciones:-

Leída y analizada vuestra petición formulada; mediante la cual solicitán la autorización para ejecutar en el plantel el cual nos honra dirigir el proyecto:

TEMA: TESIS DE INVESTIGACIÓN.

INVESTIGACIÓN: IRA ENFOCADO A LOS ESTUDIANTES DE LA JORNADA MATUTINA, como requisito previo a la obtención del título de Inglés - Francés, cumple con comunicarte que cuentan con mi aprobación y para esta institución educativa es un honor recibirlas para que en nuestras aulas vieren sus sabios conocimientos, los que serán utilizadas para beneficio de los estudiantes y de la comunidad en general, como tarjeta de presentación indispensable para la sociedad balzareña y ecuatoriana.

Me suscribo de ustedes, augurándoles una actuación exitosa.

Atentamente,

Prof. Guillermo Castro Lara.
DIRECTOR (E)
ANEXOS

2

SURVEY AND INTERVIEWS
1.- ¿Con qué frecuencia utiliza diferentes materiales de enseñanza en sus clases?

Honestamente, nunca utilicé diferentes materiales de enseñanza, porque no tengo el presupuesto para conseguirlos, me gustaría mejorar mis clases mediante el uso de cuentos de hadas, posters, tarjetas de vocabulario y utilizarlas en mi clase con el fin de animar a mis estudiantes a aprender Inglés.

2.- ¿Está satisfecho con el conocimiento de sus estudiantes? Por Qué?

No, lo estoy, porque el material que utilizamos es casi inútil y los estudiantes no están motivados para aprender Inglés, yo se que debería hacer algo para cambiar esta situación, pero es difícil debido a la falta de apoyo de sus padres y la escuela.

3.- ¿Quieres mejorar tus clases de inglés mediante la aplicación de diferentes técnicas de enseñanza con el fin de mejorar los estudiantes a estudiar Inglés en el aula y en el hogar?

Definitivamente, me gustaría utilizar diferentes materiales y animar a mis estudiantes a estudiar Inglés y aumentar sus conocimientos, pero como te dije antes de que yo no tengo el presupuesto o la institución con el fin de involucrar a los estudiantes para aprender adecuadamente Inglés.
ENTREVISTA AL DIRECTOR

1.- ¿Cree que es necesario aplicar técnicas de vocabulario para mejorar el aprendizaje de inglés en los estudiantes? Por Qué?

Definitivamente, los estudiantes deben mejorar sus conocimientos de inglés porque Inglés es uno de los idiomas más importantes de todo el mundo y este grupo de estudiantes deben estar preparados para cualquier reto después de terminar sus estudios, como una cuestión de hecho, yo quiero que ellos entiendan por qué es tan importante aprender Inglés como segundo idioma en la actualidad. Por otra parte, el uso de técnicas de aprendizaje innovadoras les anime a estar interesado en el aprendizaje por sí mismos como ustedes saben la mayoría de los estudiantes aquí no tienen el presupuesto para estudiar en una academia de Inglés o tomar clases particulares de inglés, pero con el material que usted van a dar ellos, no tendrán ninguna excusa para estudiar Inglés.

2.- ¿Cómo usted apoyar la realización de este proyecto?

Yo apoyaría la realización de este proyecto con cualquier cosa que pueda necesitar de la escuela y de mí todo el tiempo que ayuden a los estudiantes del séptimo año y les enseñen Inglés correctamente. Como ustedes saben inglés es realmente importante aprender, ya que es el idioma más popular en todo el mundo. Aunque algunos estudiantes les resulta un poco complicado de entender, otros disfrutarán de trabajar con usted y trabajar con su folleto de actividades.
3. - ¿Crees que es apropiado llevar a cabo este proyecto en la institución? 
Por Qué?
Absolutamente, no es sólo apropiada para llevar a cabo este proyecto, es necesario que la institución y más para los estudiantes que tendrán los conocimientos necesarios para estar en octavo grado el próximo año. Yo quiero que tengan un buen nivel de Inglés y estar dispuestos a aprender. En la escuela, estaremos muy agradecidos con ustedes y su gran apoyo; Estoy muy seguro a través de este nuevo material van a aprender Inglés en una forma divertida. Creo que esta es una gran oportunidad para ellos porque nunca han trabajado con otro material didáctico en la asignatura de inglés antes.
<table>
<thead>
<tr>
<th>DE LOS ALUMNOS</th>
<th>EXCELENTE</th>
<th>MUY BUENO</th>
<th>BUENO</th>
<th>NECESITA MEJORAR</th>
<th>NO OBSERVADO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muestran interés de los alumnos por la clase de</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Están motivados durante el proceso de clase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprende los comandos básicos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preguntan dudas que tengan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manejan el idioma de acuerdo al nivel requerido</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizan texto para variedad de actividades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Se sienten en un ambiente de clase positivo (aula</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>espaciosa, ventilada y sin distracciones)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactúan con los compañeros en grupos de trabajo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Producen el idioma para mejorar su expresión oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizan variedad de audiovisuales para su</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aprendizaje</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practican valores de respeto y colaboración</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DESARROLLO DE LA CLASE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los objetivos de la clase son comprensibles por los</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alumnos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El tema es claro, efectivo.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El docente interacciona con los alumnos en el</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>idioma Inglés</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los recursos resultan atractivos y adecuados</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(visuales y audiovisuales)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El docente ayuda a que los alumnos construyan su</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>propio conocimiento</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El docente comprueba que el alumno comprende</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El docente estima la participación del alumno,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dando opiniones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El docente utiliza metodologías innovadoras</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El docente aprecia el esfuerzo del estudiante en</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aprender el idioma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE ADMINISTRATIVE FRAMEWORKS

RESOURCES

Human Talents

For the development of this project was necessary the collaboration of:

- Investigators
- Authorities
- Tutor
- Teachers
- Students
- Librarian
- Parents

Materials

- School
- Classroom
- Books and texts
- CDs
- Dictionaries
- Didactic materials
- Libraries
- Office supplies
- Photocopies

Electronics and Multimedia

Internet, printer, computer, pen drive, digital camera, scanner, iPod, recorder, CDs
### Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>$15.00</td>
</tr>
<tr>
<td>Printing</td>
<td>$80.00</td>
</tr>
<tr>
<td>Didactic materials</td>
<td>$60.00</td>
</tr>
<tr>
<td>visual resources</td>
<td>$35.00</td>
</tr>
<tr>
<td>Photocopies</td>
<td>$35.00</td>
</tr>
<tr>
<td>Office supplies</td>
<td>$15.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$40.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$280.00</strong></td>
</tr>
</tbody>
</table>
# CRONOGRAM OF ACTIVITIES

<table>
<thead>
<tr>
<th>TIME ACTIVITIES 2015</th>
<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WEEKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SELECTION OF TOPICS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APPROVAL OF THE TOPIC AND APPOINTMENT OF TUTOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUTORIALS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF THE FIRST CHAPTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF THE THEORETICAL FRAMEWORK</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORMULATION OF THE PROBLEM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEORETICAL INVESTIGATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SURVEY AND INTERVIEWS</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TEACHING PRACTICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEVELOPMENT OF THE PROPOSAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADUATION</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sinaloa School

English test 7th grade

NAME: Fernando Cedeño  DATE: __________

1.- Write the names of the following items (5 points)

- Shoes
- Cup
- Ice cream
- Fish

2.- Circle 5 different professions (1 point)

Basketball, yogurt, potatoes, Student, eggs, want, bus driver, rice, make cent, oranges, maker, housewife, nose, mouth, hat, hot, teacher, pants, shoes, shorts, learner, dress, nurse, white, park, carpenter

3.- Write following numbers in letters (2 points)

10 ten  3 thirteen
6 six  1 one
4 four  20 twenty
2 two  5 five

4.- Answer the following questions below (2 points)

1. What is your name?
   My name is Fernando

2. How old are you?
   I'm 11 years old.

3. Where are you from?
   I'm from Balgo.

4. What is your favorite color?
   My favorite color is purple.
Sinaloa School

English test 7th grade

NAME: ___________________________ DATE: ______________

1. Write the names of the following items (5 points)

   [Images of shoe, hat, ice cream, fish]

   [Blank lines for writing]

2. Circle 5 different professions (1 point)

   Basketball yogurt potatoes Student eggs want bus
driver rice make
Cent oranges maker housewife nose mouth hat hot teacher
pants shoes shorts learner dresser nurse white park carpenter

3. Write following numbers in letters (2 points)

   10 ________ 3 ________
   6 ________ 1 ________
   4 ________ 20 ________
   2 ________ 5 ________

4. Answer the following questions below (2 points)

   1. What is your name?
      __________________________
   2. How old are you?
      __________________________
   3. Where are you from?
      __________________________
   4. What is your favorite color?
      __________________________
ANEXOS

3

Photographs
SINALOA SCHOOL
SURVEY TO THE STUDENTS
LANGUAGE ART TEACHER

INTERVIEW WITH THE DIRECTOR
PRESENTING THE PROPOSAL
WORKING IN CLASS WITH THE BOOKLET
JULY 14th, 2015

Numbers

ONE = Six
TWO = Seven
THREE = Eight
FOUR = Nine
FIVE = Ten

11 = eleven
12 = twelve
13
14 = fourteen
15 = fifteen
16 = sixteen
17 = seventeen
18 = eighteen
19 = nineteen
20 = twenty
ANEXOS

4

BOOKLET AND PROPOSAL
Discover and Have FUN

Designed by: Stefany Alarcon Velarde and Eveling Valverde Ronquillo
## CONTENTS

### Unit 1
- **The Alphabet** ................................................................. 2
- **Exercise 1** .............................................................. 3
- **The numbers 1-20** ...................................................... 4
- **Exercise 2** .............................................................. 5
- **Days of the week** .................................................... 6
- **Exercise 3** .............................................................. 7
- **Months of the year** .................................................. 8
- **Exercise 4** .............................................................. 9
- **School Commands** .................................................. 10
- **Commands that you must know** ................................ 10-12
- **School Objects** ...................................................... 13
- **Exercise 6** .............................................................. 14
- **Verb to be** ............................................................ 15
- **Exercise 7** .............................................................. 16
- **Vocabulary** ............................................................ 17

### Unit 2
- **Readings** ............................................................... 18
- **Circle the words that belong to the topic “school“** .......... 19
- **Reading # 2** .......................................................... 20
- **Animals in the Park** ................................................ 21-22
- **Reading # 3** .......................................................... 23
- **My school Friends** ................................................ 24
- **Reading # 4** .......................................................... 25
- **Reading # 5** .......................................................... 26

### Unit 3
- **Action verbs** ............................................................ 27-28
- **Listen and repeat** .................................................... 29
- **Action verbs matching** ............................................. 30-31

### Unit 4
- **Learn and Have Fun** ................................................ 32
- **Game** ................................................................. 33
- **Vocabulary** ............................................................ 33-35
- **Classroom activities/ let me Introduce myself** ............ 35-38
Lesson # 1

The Alphabet

Listen to your teacher then say the alphabet around the class
Exercise #1

1.- Match the words with the pictures
   a) Ball

   ![Apple](image1.png)

   b) Apple

   ![Computer](image2.png)

   c) Computer

2.- Choose the correct letter for each word then complete the sentences

   - S -
   a) Do____tor
   b) ____tudents
   c) Ap____les

   - C -
   My father is a ____________.
   We are ________________.
   _______ are red.

   - P -

3.- Write the missing letters

   ![Alphabet](image3.png)

4.- Put the words in alphabetical order.

   farmer
   sharpener
   arm
   pen
   pig
   banana
   lettuce

   THE NUMBERS 1-20
Lesson # 2

The Numbers 1-20
Exercice # 2

1.- Unscramble the numbers below

a) enytw  ..................  j) feentfi  ..................
b) ntheeirt  ..................  k) neleve  ..................
c) eno  ..................  i) xsi  ..................
d) ent  ..................  m) eentofru  ..................
e) eenxits  ..................  n) eentnein..................
f) ifve  ..................  o) wot  ..................
g) eenhgtei  ..................  p) nein..................
h) evnse  ..................  q) ofru..................
i) wevtel  ..................  r) hgtei..................

2. - Find the following numbers in the crossword

1_____  2_____  3_____  4_____  5_____  6_____  7_____
8_____  9_____ 10_____ 11__________ 12_____

<table>
<thead>
<tr>
<th>efoursstu</th>
<th>g e i g h t e w</th>
</tr>
</thead>
<tbody>
<tr>
<td>owl v e h n n</td>
<td>t h t e e r i s</td>
</tr>
<tr>
<td>twelvexe</td>
<td>f o o s e l v</td>
</tr>
<tr>
<td>i v e n n i n e</td>
<td>s x j e l g x n</td>
</tr>
</tbody>
</table>
Lesson # 3

Days of the week

Read aloud the days of the week

- Sunday
- Saturday
- Friday
- Monday
- Tuesday
- Wednesday
- Thursday
1. The first (1st) day of the week is ________________.
2. The fourth (4th) day of the week is ________________.
3. The seventh (7th) day of the week is ________________.
4. The fifth (5th) day of the week is ________________.
5. The third (3rd) day of the week is ________________.
6. The sixth (6th) day of the week is ________________.
7. The second (2nd) day of the week is ________________.

3. Write the complete name of each day.

1. Sat________________________
2. Mon________________________
3. Thur________________________
4. Sun________________________
5. Wed________________________
6. Tue________________________
7. Fri________________________

What is your favorite day of the week?

My favorite day of the week is
Months of the year

Listen to your teacher and repeat the months of the year

January
February
March
April
May
June
July
August
September
October
November
December
Exercise # 4

1.-Choose the correct word according to each Holiday

Halloween - Father’s Day - Christmas - New Year Eve - Mother’s Day - Children’s Day

a) 

b) 

c) 

d) 

e) 

f) 

2.-In Which month do people celebrate those holidays? Write the month in each line

a) 

b) 

c) 

d) 

e) 

f) 

3.-All the vowels in the names of the months are missing. Write the names in full.

a. Jnr
b. Fbrry
c. Mrch
d. prl
e. My
f. Jn
g. Jly
h. gst
i. Sptmbr
j. ctbr
k. Nvmbr
l. Dcmbr
SCHOOL COMMANDS

Lesson # 5

1) Listen and read aloud the following imperatives

1) "Sit down"  2) "Be quiet ""please"

3) "Close the door"  4) "Stand-up "

5) "Open your book"  6) "Close your book"

2.-REWRITE THE COMMANDS “positive or “negative “

1) Sing a song! = …………………………………………..
2) Write your name! =……………………………………
3) Talk quietly! = …………………………………………..
4) Wash your hands! = …………………………………

6) Don’t eat junk food! = ………………………………..
7) Don’t play football in breaks! = ……… ……………………..
8) Don’t read magazines! = ……………………...
9) Don’t do your homework! = ……………………………
Commands that you must know

Underline,

DRAW

MATCH

QUIZ:
ANSWER A
ANSWER B
ANSWER C

CHOOSE

CIRCLE

listen

WRITE
3) Write true or false (The rules in the classroom)

1) Run in the classroom!  
2) Listen to the teacher!  
3) Be late for the lessons!  
4) Be quiet!  
5) Fight!  
6) Keep the classroom clean!  
7) Raise your hand before talking!  
8) Cheat in the exams!  
9) Don’t talk loudly!  
10) Damage the desks!

4) Rewrite the sentences in order

1) Noise-don’t-make  
2) Hands- clap- your  
3) The police – call- don’t  
4) Say- again- the chant  
5) to – the teacher – listen  
6) the classroom- keep- tidy  
7) play – games – don’t  
8) your – do – homework  
9) a – circle – form  
10) quiet – be
Lesson # 6

SCHOOL OBJECTS

Listen and repeat the following school objects below

GLUE  CRAYONS  SHARPENER  PEN

PENCIL  NOTEBOOK  CLASSROOM  CALCULATOR

ERASER  BOOK  RULER  MAP

FOLDER  PENCILBOX  SCISSORS  BACKPACK
Exercise #6

Match the dots and then complete each classroom object:

1. sharp
2. pencil
3. book
4. ruler
5. pen
6. scissors
7. bag

Which School Objects do you have? Write them down:

I have...
Lesson # 7

VERB TO BE

Listen to your teacher and repeat then read the text below

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am You are</td>
<td>I am not You aren't</td>
<td>Am I? Are you?</td>
</tr>
<tr>
<td>He/She/It is</td>
<td>He/She/It isn't</td>
<td>Is he/she/it?</td>
</tr>
<tr>
<td>We/You/They are</td>
<td>We/You/They aren't</td>
<td>Are we/you/they?</td>
</tr>
</tbody>
</table>

1) Complete the description about this girl. Use the verb be

Hello! I ............. Maria and I ............. from Madrid in Spain. I ........ 11 years old and I love music. I've got two sisters and one brother. My brother ........... Alberto, he ........... tall and thin and he loves computer games. My two sisters ........... younger than me and my brother. I ........... the oldest of my sisters. My sisters ........... 3 and 4 years old. They like playing with dolls. I ........... very funny, I usually go out with my friends Marta and Noelia on Saturdays. They ........... 11 and 12 years old. My mum loves cinema and my dad loves sport and nature. I ........... very happy!

2) Complete the sentences. Use verb to be.

0. My teacher .................... American.
1. We .................... at school.
2. Where .................... my dictionary?
3. What ................... it?
4. I ............ eleven years old.
5. ............ you OK?
6. We ............ students.
7. Murray ............ my brother.
8. Susan and Sarah ............ my friends.
3) Write the affirmative form of the verb to be

I _______ a student.
She _______ a secretary.
Your brother _______ twelve years old.
Karin and Mark _______ brother and sister.
My neighbors _______
Japanese.
Your girlfriend _______
very cute

5. Rewrite the sentences into an interrogative sentence. Look at the example below.

Mr Smith is at home. ⇒ Is Mr Smith at home?
1) I am a tall boy.
2) She is a young teacher.
3) These are my posters.
4) This is a picture.
5) We are from Hungary.

4. Rewrite the sentence into a negative sentence. Look at the example below. Don’t use abbreviation.

I am at home. ⇒ I am not at home.

1) He is my brother.
2) I am a woman.
3) It is an exercise-book.
4) That is a boat.
5) These are your books.
6) They are happy people.
7) This is a kitchen.
8) You are my parents.
Noise: a sound, especially when it is loud, unpleasant or disturbing.

Tall: of a person, building, tree, etc.) having a greater than average height.

Young: having lived or existed for only a short time; not fully developed

Doll: a child's toy in the shape of a person, especially a baby or a child

Thin: (of a person or part of the body) not covered with much flesh
READINGS
Circle the words that belong to the topic "school" from the readings.

The book is on the desk. There is a board on the wall. The chef is in the restaurant. The ruler is blue. I love school. Where is the calculator? The cat is chasing the mouse. Use the eraser to rub your mistakes. I can see 5 tubes of paints. My pencil-box is heavy.

There are 5 pens in my school bag. The children's chairs are brown. That palette is very beautiful. There are 3 new houses in this street. What for are the highlighters used for? These hole punches are mine. We put papers, documents in the folders.

If you want to make a circle take the compass. Students will write the test in their test copy-books. The teacher's table is full of things for teaching. I want to glue my papers. I have 10 pens in my pencil box. What color is your sharpener?

Where do we type our documents, play games and watch cartoons? On a computer, of course. And where do we see the location of countries? Of course on the globe! What do we join papers with? Paper clip!
Hi Ara, look at the picture above. There are many animals in the park. They are playing together. The cats, the dogs and some turtles are on the land. The fish and a turtle are in the water. Look! There is a rabbit in the bush. There are 2 cats: black and white. There are three dogs. The dogs are more than the cats. The spotty dog is fewer than the brown dogs. The dogs, rabbits and cats are bigger than the turtles. The fish are smaller than the turtles. There are more turtles on the land than in the water. The fish is fewer than the turtles. The turtle walks slower than the other animals. Rabbits can move quicker than the other animals.
EXERCISE #2

a) CIRCLE THE CORRECT ANSWERS

1. Where are the animals?
   a. In the park       b. In the zoo       c. In the jungle
2. Where are cats, dogs and some turtles?
   a. In the bush      b. On the land      c. In the water
3. Where are the fish and a turtle?
   a. In the bush      b. On the land      c. In the water
4. Where is the rabbit?
   a. In the bush      b. On the land      c. In the water
5. How many cats are there?
   a. Two            b. Three            c. Four
6. How many dogs are there?
   a. One            b. Two              c. Three
7. How many fish are there?
   a. Three          b. Four             c. Five
8. How many turtles are there?
   a. Three          b. Four             c. Five
9. How many rabbit is there?
   a. One            b. Two              c. Three

b) ANSWER THE FOLLOWING QUESTIONS BELOW

What is your favorite animal?

My favorite animal is ______________________

Do you have a pet?

Yes, I do / No, I don’t
My name is Tom and I have two very good friends at school. Their names are Maria and Joseph. Joseph is ten years old. He lives on a small farm with his family. They have a blue tractor and lots of animals. Joseph has a dog. It helps with the sheep. Maria is nine years old. She is good at tennis. She plays tennis every day. Sometimes I play tennis with her.
EXERCISE # 3

COMPLETE THE WORDS, READ THE TEXT AND PUT A TICK NEXT TO THE PICTURES THAT ARE IN THE TEXT

TRUE OR FALSE?

1-TOM HAS THREE FRIENDS.

2-TOM, JOSEPH AND MARIA GO TO THE SAME SCHOOL.

3-JOSEPH LIVES ON A FARM WITH HIS FRIENDS

4-MARIA IS TEN YEARS OLD.

5-JOSEPH’S DOG HELPS HIM WITH THE SHEEP.

6-MARIA PLAYS GOLF.

7-TOM SOMETIMES PLAYS TENNIS WITH MARIA.

8.-THEY HAVE A GREEN TRACTOR.

ANSWER THE QUESTIONS BELOW

HOW OLD IS JOSEPH?

HE IS _______________ YEARS OLD.

HOW OLD IS MARIA?

SHE IS _______________ YEARS OLD.

HOW OLD ARE YOU?

I AM ___________ YEARS OLD.
Hello! My name is Ben. I am a student at Tallahassee Community College. I am 20 years old. My major is finance. I love finance, but I also like music and art.

I live in an apartment near a bus stop. I don’t have a car, so I usually ride the bus. My address is 455 Copeland Avenue, apartment 201. My phone number is 850-744-8797.

I enjoy watching movies and painting. I’m not a professional painter, but I still like it. I go to the movies with my girlfriend every weekend. I buy a large popcorn and coke, but we usually don’t eat all of it. We enjoy action movies a lot.

1. How old is Ben?

2. What does Ben like to do?

3. How does Ben go to campus?

4. What is Ben’s major?

5. What is Ben’s phone number?
Read and listen about Carmen

Hello! My name is Carmen. I am from El Salvador. My major is dance. I love dancing, but I also draw. My dream is to become a professional ballet dancer.

I live in a house with an American family. We live about 20 minutes from campus. My address is 1320 Apple Street. My phone number is 850-254-2035. I have a car, so I usually drive my car to school.

I enjoy dancing, of course, and I also enjoy walking my dog. I have a really small dog! My friends and I love to stretch and exercise together. Our bodies must be healthy and strong, so we can be good dancers.

1. What is Carmen’s address?

2. What does Carmen like to do?

3. Where does Carmen live?

4. How does Carmen go to school?

5. What is Carmen’s phone number?
ACTION
VERBS
Action verbs
Lesson #1
Listen to your teacher and repeat the following action verbs

- Play basketball
- Read
- Eat
- Play The guitar
<table>
<thead>
<tr>
<th>Activities</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To wake up</td>
<td>To get up</td>
</tr>
<tr>
<td>To have a shower</td>
<td>To wash one’s face</td>
</tr>
<tr>
<td>To have breakfast</td>
<td></td>
</tr>
<tr>
<td>To brush one’s teeth</td>
<td>To make the bed</td>
</tr>
<tr>
<td>To comb one’s hair</td>
<td>To get dressed</td>
</tr>
<tr>
<td>To go to school</td>
<td></td>
</tr>
<tr>
<td>To take the bus</td>
<td>To sweep</td>
</tr>
<tr>
<td>To garden</td>
<td>To do the washing</td>
</tr>
<tr>
<td>To do the washing up</td>
<td></td>
</tr>
<tr>
<td>To set/lay the table</td>
<td>To hoover/vacuum</td>
</tr>
<tr>
<td>To cook</td>
<td>To do the shopping</td>
</tr>
<tr>
<td></td>
<td>To drive a car</td>
</tr>
</tbody>
</table>
Exercise # 1

1. **ACTIONS VERB MATCHING**

1)  Sing  a bike
2)  Watch  a song
3)  Ride  a car

4)  Wait  T.V.
5)  Drive  for the bus

2. - **Write the verbs next to the right picture**

Open the door / wash the face / ski / get dressed / brush the teeth / take a shower

1)  ________  2)  ________  3)  ________

4)  ________  5)  ________  6)  ________
3) Choose the correct verb to complete each sentence

Brush my teeth- wake up- watch TV –get dressed-go to school

a) Every morning, after I __________, I __________.

b) After I __________, I __________

c) I always __________ at 6:00 am.

d) I never ______ after I get home

4) Put the words in the correct place

a) has / he / a / small / dog :

________________________________________

b) have / people / bread/ breakfast/ for :

________________________________________

c) Mary / TV / watches/ 3 hours / a week.

________________________________________

d) I / breakfast / have / never.

________________________________________

e) / I/ a song / sing

________________________________________

f) /you/ cats/prefer/

________________________________________

5) Circle the correct verb

a) I brush / drive my teeth.

b) You have / sing a big dog.

c) I watch / walk TV.

d) You ride / brush your bike.

e) My father waits/ walk / ride / for the bus.

f) My teacher prefers / sits / dogs to cats.

g) I listen to / watch TV.
Learn
and
Have
Fun
KOJI, THE NINJA teaches PLACE PREPOSITIONS

by/at
next to
behind
in front of
opposite
above
under
between
on
in
Write words for each category

homes
- 
- 
- 
- 
- 

household appliances
- 
- 
- 
- 
- 

furniture
- 
- 
- 
- 
- 

tools
- 
- 
- 
- 
- 

cleaning supplies
- 
- 
- 
- 
- 

toys
- 
- 
- 
- 
- 

FEELINGS AND EMOTIONS

FIND THE WORDS IN THE GRID AND WRITE THEM UNDER THE RIGHT PICTURE

Hungry nervous happy surprised afraid angry

W O R R I E D T S S
H O T T U C N H A U
A N G R Y O V I D R
P T A H F L W R P P
P T L O S D O S R R
Y I L L H H Q T O I
R R H U N G R Y U S
N E R V O U S W D E
X D V J A F R A I D
Fill in am, is, are:

1. My name …… Leo.
2. I …. eight.
3. We …… not from Spain.
4. My cat .... black and fat.
5. His dogs ……. funny.
6. ……. you from Russia?
7. This ….. is not your room.
8. Where …. my school bag?
9. I …….. a doctor.
10. Tania …… very clever.

Circle the correct word:

1. This ball is/ are not very big.
2. Bill am/ is my best friend.
3. This apples are/ is red and sweet.
4. Are/ Is this your parrot?
5. I am/ is a student.
6. Where is/ are you from?
7. Mary are/ is kind and clever.
8. Are/ Is penguins black and white?
9. I is/am hungry.
10. Joe and Al are/is our new classmates.
11. This banana is/am yellow.
Let me introduce myself

• Hi, my name’s …………………
• I’m from ………………… (country)
• I live in ………………… (city)
• I’m … years old.
• My birthday is on ………………
• I’m a student at …………………
• My favourite subject is ………………
• My favourite sport is ………………
• There are … people in my family.
• They are ……………………………
• My father is a ……………… and my mother a ………………
• My hobby is ………………………
• In my free time, I also like …………………
• I don’t like ………………………
• My favourite food is …………………
• My favourite drink is …………………
• My favourite day of the week is ……………… because …………………
• My favourite month is ……………… because …………………
• My favourite singer (or band) is ………………
• I like ……………… (movies).
• My favourite place is ………………… . I like it because …………………

School subjects
- English
- science
- maths
- art
- PE
- physics

Months
- January
- February
- March
- April
- May
- June

Hobbies - Free time activities
- reading, painting, drawing
- playing computer games
- surfing the Internet
- collecting stamps/coins/
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/
- listening to music
- shopping, singing, dancing

Jobs
- teacher
- policeman
- doctor
- nurse
- builder
- architect
- civil servant
- engineer
- social worker

Movies
- action movie
- comedy
- romantic comedy
- horror movie
Answer Key

Unit 1

Exercise # 1

a) 2
b) 1
c) 3

Choose the correct letter for each word then complete the sentences

a) Doctor  my father is a doctor
b) Students  we are students
c) Apples  apples are red

Lesson #2

Unscramble the numbers below

a) Twenty  eighteen  two
b) Thirteen  seven  nein
c) One  twelve  four
d) Ten  fifteen  eight
e) Sixteen  eleven
f) Five  fourteen

Lesson #3

2) Match the correct syllables then write the days of the week in the correct order

a) Monday
b) Tuesday
c) Wednesday
d) Thursday
2.- Complete the sentences with the correct day.

1. Sunday  
2. Wednesday  
3. Saturday  
4. Thursday  
5. Tuesday  
6. Friday  
7. Monday

3.- Write the complete name of each day

1. Saturday  
2. Monday  
3. Thursday  
4. Sunday  
5. Wednesday  
6. Tuesday  
7. Friday

Exercise # 4

1.- Choose the correct word according to each Holiday

a) Father’s day  
b) New Year Eve  
c) Halloween  
d) Christmas  
e) Mother’s day  
f) Children’s day

2.- In Which month do people celebrate those holidays? Write the month in each line

a) June  
b) December  
c) October  
d) December  
e) May
f) June

3.-All the vowels in the names of the months are missing. Write the names in full

   a) January
   b) February
   c) March
   d) April
   e) May
   f) June
   g) July
   h) August
   i) September
   j) October
   k) November
   l) December

Lesson # 5

School Commands

Listen and read aloud the following imperatives

1) Don’t sing a song
2) Don’t write your name
3) Don’t talk quietly
4) Don’t wash your hands
5) Eat junk food
6) Play football in breaks
7) Read magazines
8) Do your homework

Write true or false (The rules in the classroom)

1) False
2) True
3) False
4) True
5) False
6) True
7) True
8) False
9) True
10) False

Rewrite the sentences in order

1) Don’t make noise
2) Clap your hands
3) Don’t call the police
4) Say the chant again
5) Listen to the teacher
6) Keep the classroom tidy
7) Don’t play games
8) Do your homework
9) Form a circle
10) Be quiet

Exercise # 6

Match the dots and then complete each classroom object

1) Sharpener
2) Pencil
3) Bag
4) Rubber
5) Ruler
6) Scissors
7) Book

Lesson # 7

2) Complete the description about this girl. Use the verb be

Hello! I am Maria and I am from Madrid in Spain. I am 11 years old and I love music. I’ve got two sisters and one brother. My brother is Alberto, he is tall and thin and he loves computer games. My two sisters are younger than me and my brother. I am the oldest of my sisters. My sisters are 3 and 4 years old. They like playing with dolls. I am very funny; I usually go out with my friends Marta and Noelia on Saturdays. They are 11 and 12 years old. My mum loves cinema and my dad loves sport and nature. I am very happy!

3) Complete the sentences. Use verb to be.

0. My teacher is American.
1. We are at school.
2. Where is my dictionary?
3. What is it?
4. I am eleven years old.
5. Are you OK?
6. We are students.
7. Murray is my brother.
8. Susan and Sarah are my friends.

4) Write the affirmative form of the verb to be
1. I am a student.
2. She is a secretary.
3. Your brother is twelve years old.
4. Karin and Mark are brother and sister.
5. My neighbors are Japanese.
6. Your girlfriend is very cute

Task 4 – Rewrite the sentence into a negative sentence. Look at the example below. Don’t use abbreviation.
I am at home. ⇒ I am not at home.

1. He is my brother.
   He is not my brother.

2. I am a woman.
   I am not a woman.

3. It is an exercise-book.
   It is not an exercise-book

4. That is a boat.
   That is not a boat.

5. These are your books.
   These are not your books.

6. They are happy people.
   They are not happy people.

7. This is a kitchen.
   This is not a kitchen.

8. You are my parents.
   You are not my parents.
Task 5 - Rewrite the sentences into an interrogative sentence. Look at the example below.

Mr Smith is at home. ⇒ Is Mr Smith at home?

1) I am a tall boy.  
   Am I a tall boy?  
2) She is a young teacher.  
   Is she a young teacher?  
3) These are my posters.  
   Are these my posters?  
4) This is a picture.  
   Is this a picture?  
5) We are from Hungary.  
   Are we from Hungary?

UNIT 2
READINGS

EXERCISE # 1  
(Answer vary)

Exercise # 2

In the park

1. - a  
2. - b  
3. - c  
4. - a  
5. - a  
6. - 3  
7. - c  
8. - b  
9. - 2

Exercise # 3

1) Tractor  
2) Church  
3) Farm
4) Sheep
5) Tennis

2.-Write true or false next to each sentence

1) False
2) True
3) False
4) False
5) True
6) False
7) True
8) False

Reading # 4

Read and listen about Ben

  1) He is 20 years old
  2) He likes watching movies and painting
  3) He rides the bus
  4) His mayor is finance
  5) His phone number is 850-744-8797

Read and Listen about Carmen

  1) Her address is 1320 apple street
  2) She likes walking her dog
  3) She lives in a house
  4) She goes to school by car
  5) Her phone number is 850-254-2035

Unit 3

Exercise # 1

1. - Action verbs matching

  1) Sing a song
  2) Watch TV
  3) Ride a bike
  4) Wait for the bus
  5) Drive a car
2. - Write the verbs next to the right picture
   1) get dressed
   2) ski
   3) brush the teeth
   4) take a shower
   5) open the door
   6) wash the face

Choose the correct verb to complete each sentence

Brush my teeth- wake up(2)- watch TV –get dressed-go to school

e) Every morning, after I wake up, I brush my teeth.
f) After I get dressed, I go to school.
g) I always wake up at 6:00 am.
h) I never watch TV after I get home

4) Put the words in the correct place

g) Has / he / a / small / dog: He has a small dog.
h) Have / people / bread/ breakfast/ for: People have bread for breakfast.
i) Mary / TV / watches/ hours / a week. : Mary watches TV 3 hours a week.
j) 1 / breakfast / have / never. : I never have breakfast.
k) / I / song / sing: I sing a song.
l) / you/ cats/prefer/ : You prefer cats

5) Circle the correct verb

h) I brush / drive my teeth.
i) You have / sing a big dog.
j) I watch / walk TV.
k) You ride / brush your bike.
l) My father waits/ walk / ride / for the bus.
m) My teacher prefers / sits / dogs to cats.
n) I listen to / watch TV.

UNIT # 4 (Vocabulary games)